DOCUMENT RESUME

ED 258 873 SO 016 563

TITLE Issues and Images: New Yorkers during the Thirties. A Teaching Packet of Historical Documents.

INSTITUTION New York State Education Dept., Albany. Cultural Education Center.

PUB DATE 85

NOTE 79p.; Facsimile documents may not reproduce clearly.

PUB TYPE Historical Materials (060) -- Guides - Classroom Use - Guides (For Teachers) (052)

EDRS PRICE MF01/PC04 Plus Postage.

DESCRIPTORS Basic Skills; Concept Teaching; Economic Climate; Economic Factors; English Instruction; Family Life; *History Instruction; Humanities Instruction; Learning Activities; *Primary Sources; Resource Materials; Rural Areas; Secondary Education; Skill Development; Social Change; Socioeconomic Background; Socioeconomic Influences; State Government; *State History; Urban Areas

IDENTIFIERS *Depression (Economic 1929); *New York

ABSTRACT

Derived from an exhibit produced cooperatively by the New York State Archives and the New York State Museum for the Franklin D. Roosevelt Centennial, and designed to provide secondary students with first-hand exposure to New York during the Great Depression, this packet contains a teacher's guide and 22 facsimile documents, including historic photographs, diary entries, advertisements, letters and newspaper clippings, telegrams, court testimonies, and transcriptions from oral history interviews. Through study of these documents, students see the Depression from the vantage point of those who lived through it. The guide provides a framework for using the documents in junior and senior high school history, English, and humanities classes. It begins with an essay on conditions in New York during the 1930's. The essay is followed by a bibliography of general readings on the period and more detailed readings on the specific topic areas included in the packet. Guidelines for using the documents in the classroom are then provided. The guidelines are organized in three sections corresponding to the documents' three major subject themes: (1) the impact of economic conditions in rural and urban areas; (2) the effect of changing social conditions on rural and urban family life; and (3) the response of the state government to the economic upheaval. Each of the three sections identifies historical themes illustrated by the documents, notes educational concepts and skills, and suggests questions about the documents and learning activities for using them. (RM)

**********
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
**********

ED258873

BEST COPY AVAILABLE

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☑ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

# New York State Archives

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY
Robert Trombly
TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

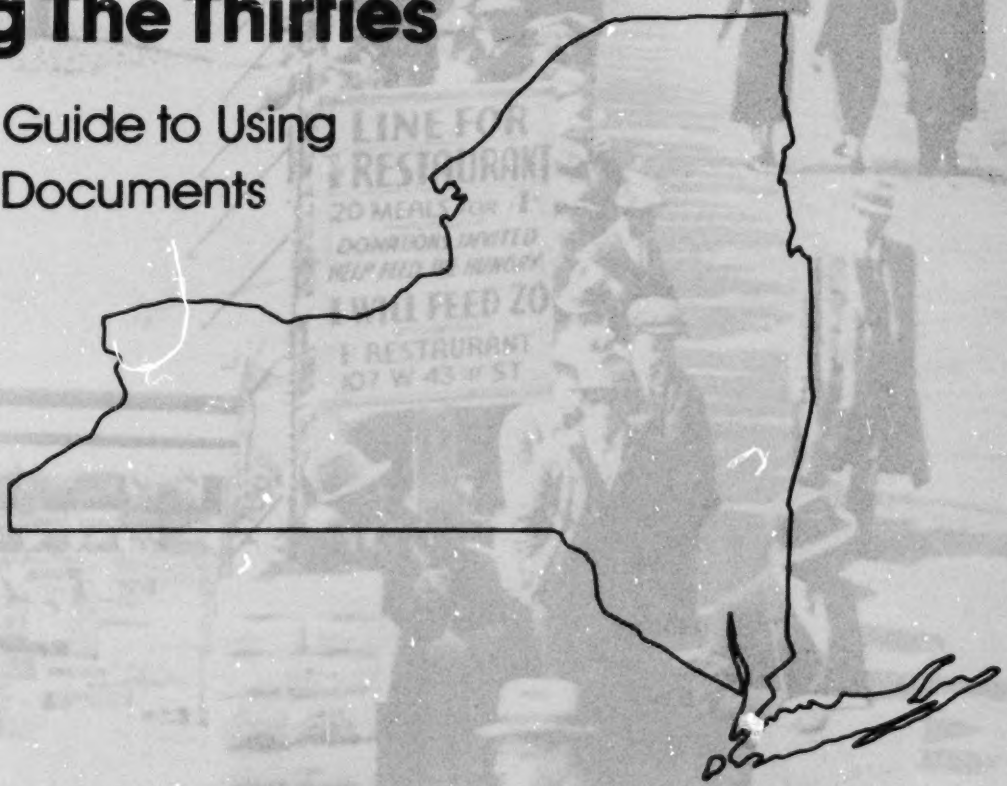
SO 016 563

## ISSUES AND IMAGES: NEW YORKERS DURING THE THIRTIES

A Teaching Packet of Historical Documents

# Issues and Images: New Yorkers During The Thirties

## Teachers Guide to Using Historical Documents



The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Cultural Education
State Archives
Albany, New York 12230
1985

# ISSUES AND IMAGES:
# NEW YORKERS DURING THE THIRTIES

## TEACHERS' GUIDE TO USING HISTORICAL DOCUMENTS

The State Education Department does not discriminate on the basis of age, color, religion, creed, disability, marital status, veteran status, national origin, race, or sex in the educational programs and activities which it operates. Inquiries concerning this policy of equal opportunity and affirmative action should be referred to the Department's Affirmative Action Officer, Education Building, Albany, NY 12234. Phone (518) 473-1265.

The University of the State of New York
THE STATE EDUCATION DEPARTMENT
Office of Cultural Education
State Archives
Albany, New York 12230
1985

THE UNIVERSITY OF THE STATE OF NEW YORK

Regents of The University (with years when terms expire)

| | | |
|---|---|---|
| 1988 | Willard A. Genrich, Chancellor, LL.B., L.H.D., LL.D., Litt.D., D.C.S., D.C.L., Sc.D. | Buffalo |
| 1987 | Martin C. Barell, Vice Chancellor, B.A., I.A., LL.B., LL.D. | Muttontown |
| 1986 | Kenneth B. Clark, A.B., M.S., Ph.D., LL.D., L.H.D., D.Sc. | Hastings-on-Hudson |
| 1989 | Emlyn I. Griffith, A.B., J.D. | Rome |
| 1991 | Jorge L. Batista, B.A., J.D., LL.D. | Bronx |
| 1986 | Laura Bradley Chodos, B.A., M.A. | Vischer Ferry |
| 1991 | Louise P. Matteoni, B.A., M.A., Ph.D. | Bayside |
| 1988 | J. Edward Meyer, B.A., LL.B., L.H.D. | Chappaqua |
| 1987 | R. Carlos Carballada, B.S., L.H.D., D.Sc. | Rochester |
| 1988 | Floyd S. Linton, A.B., M.A., M.P.A., D.C.L., LL.D. | Miller Place |
| 1988 | Salvatore J. Sclafani, B.S., M.D. | Staten Island |
| 1989 | Mimi Lieber, B.A., M.A. | Manhattan |
| 1985 | Shirley C. Brown, B.A., M.A., Ph.D. | Albany |
| 1990 | Norma Gluck, B.A., M.S.W., LL.D. | Manhattan |
| 1990 | Thomas R. Frey, A.B., LL.B. | Rochester |

President of The University and Commissioner of Education
Gordon M. Ambach

Executive Deputy Commissioner of Education
Robert J. Maurer

Deputy Commissioner for Cultural Education
Carole F. Huxley

State Archivist
Larry J. Hackman

# CONTENTS

Foreword ..... iv

Introduction ..... 1

ISSUES AND IMAGES: NEW YORKERS DURING
THE THIRTIES: An Historical Perspective ..... 3

NEW YORKERS DURING THE THIRTIES:
A Selected Bibliography ..... 11

TEACHING ACTIVITIES FOR USING THE HISTORICAL DOCUMENTS ..... 15

Section I: Social Conditions ..... 17

Rural Life ..... 17

Urban Life ..... 20

Section II: Economic Conditions ..... 23

Agricultural Conditions ..... 23

Industrial Conditions ..... 26

Section III: The Changing Role of Government ..... 29

Credits ..... 32

# FOREWORD

The Office of Cultural Education, State Education Department, welcomes the opportunity to illustrate the role of cultural institutions in enriching the educational programs of our schools. This teaching packet was derived from an exhibit, "Issues and Images: New Yorkers During the Thirties," produced cooperatively by the New York State Archives and the New York State Museum for the Franklin D. Roosevelt Centennial. The documents in this packet, selected from the State Archives and from libraries, archives, museums, and private collections around the State, reflect the variety of cultural resources available to the educational community. Historical records such as photographs, newspaper articles, letters, diaries, and government documents are valuable educational tools available in many local, regional, and State institutions. Designed to provide teaching materials on New Yorkers during the Thirties, the packet also serves as an example of the kind of useful product possible through cooperative efforts of the cultural and educational communities in New York State.

*Carole F. Huxley*
*Deputy Commissioner*
*for Cultural Education*

We take history seriously in our schools. We teach students from early childhood through young adulthood the story of our past. And yet we are confronted with a persistent problem as we teach this history to students. All too frequently the history which we teach seems to them far removed from their lives. The events and periods of time often seem remote and so far beyond the realm of experience as to be incomprehensible.

How can we help students better understand the story of our nation? How can we help them appreciate, for example, the impact of the Thirties on American life? Considering the string of chronologic events of the time period is not enough. We must go beyond, and bring the past to life. Collections such as this one can do that for teachers and students.

A collection of documents such as this can speak movingly of a period by capturing its essence. For example, as we consider Mrs. Berry's plea to Mrs. Roosevelt in April 1934 (document #5) we recognize the agony of the Depression. Sharing her attitudes, hopes, fears can help us all better understand the human elements of the period in a unique and powerful way.

This collection of materials was prepared in a framework consistent with that of the New York State Social Studies program. Content goals are not limited to historical ideas but include social, political, economic and geographic understandings as well. The questions and activities related to the documents stress skills of data gathering and analysis. These critical thinking skills are significant goals of

education in a democratic society, and provide the major key to enabling students to understand and relate to history as a vital and meaningful subject.

The State Education Department is pleased to offer this packet as a resource for classroom teachers.

*Maria Ramirez*
*Assistant Commissioner*
*for General Education*
*and Curricular Services*

Issues and Images: New Yorkers During the Thirties, is part of an effort by the New York State Archives to serve the educational community in our State. The packet, which contains evidence of the impact of the Depression as it was experienced by the citizens of New York, is consistent with the growing emphasis in social studies on the value of providing local examples of state and national phenomena. In this, the packet also follows the techniques outlined in the State Archives publication, Teaching With Historical Records (Albany, 1981).

The State Archives holds many resources for the study of the Thirties in New York. Examples include the gubernatorial records of Franklin D. Roosevelt and Herbert H. Lehman. The latter contain especially important documentation of the New Deal in New York after Franklin D. Roosevelt left Albany to become President. In addition, the Archives contains the records of State agencies that implemented government programs during the Thirties. Many of these records illustrate direct contacts between State government and New York citizens and their local government and organizations.

As part of the State Education Department, the State Archives welcomes the opportunity to make its resources available in ways directly useful to teachers and students. We also welcome advice from administrators, teachers, and other educators and their organizations on this packet and on other ways in which we can be of service.

*Larry J. Hackman*
*State Archivist*

# INTRODUCTION

This Teachers' Guide accompanies a packet of facsimile documents that has been produced by the New York State Archives to provide students with first hand exposure to New York during the Great Depression. Through study of these documents, students can see the Depression from the vantage point of those who lived through it.

No textbook commentary can portray the degradation of breadlines as well as photographs capturing the faces of the unemployed, or express the frustration of a farmer dumping unsold milk as clearly as the recorded testimony of the farmer himself. These documents and photographs can draw students into the turmoil of life in New York in the Thirties. They provide vivid examples of the varied experiences of many segments of the State's population.

Historical records of the kind provided in the packet can help students achieve a number of important educational objectives, in addition to providing historical information. Because documents do not provide digested conclusions, students learn to think critically about the issues raised, to weigh and interpret evidence, and to draw conclusions from it. Along with critical thinking, social skills also may be developed. An investigation of the varied opinions and information that led to decisions gives students experience in considering alternative solutions to problems, and may be of use in their own lives as they make personal and community decisions. Students can also begin to see how history is written from masses of sources, usually incomplete and conflicting. Finally, historical records provide students with a direct personal view of history. It is through this perspective that they can most clearly understand the larger developments and trends that characterize an era.

The documents are organized into three subject themes: (1) the impact of economic conditions in rural and urban areas; (2) the effect of changing social conditions on rural and urban family life; and (3) the response of State government to the economic upheaval. This Guide provides a framework for using these documents in junior and senior high school history, social studies, English, and humanities classes. The Guide begins with an historical essay on conditions in New York during the Thirties. This essay is followed by a bibliography of general readings on the period and more detailed readings on the specific topic areas included in the packet.

The Guide also contains suggestions for using the documents in the classroom. These suggestions identify historical themes illustrated by the records, note educational concepts and skills, and offer questions and activities for using the documents. The suggested activities vary in complexity and length, and may be expanded or adapted to meet individual class needs.

Further information on the techniques of using historical records in the classroom can be found in the State Archives publication, Teaching With Historical Records (Albany, 1981). This manual provides information on locating and using historical records, as well as sample documents and suggested teaching activities. Teaching With Historical Records may be obtained through school district social studies supervisors, local libraries, or from the State Archives.

For more information about the educational programs and plans of the New York State Archives, write: New York State Archives, 10A46, Cultural Education Center, Albany, NY 12230.

# ISSUES AND IMAGES: NEW YORKERS DURING THE THIRTIES

## AN HISTORICAL PERSPECTIVE

### INTRODUCTION

Few historical events had as great an impact on the lives of New Yorkers as the "Great Depression" of the 1930s. The mere mention of the term often evokes vivid images of massive unemployment, hungry people queueing up on breadlines, and destitute families living in makeshift settlements known as "Hoovervilles." Clearly, the effects of the worst economic depression ever experienced by the Nation and the concomitant struggle of individuals, families, and communities to survive this decade are salient themes in New York history.

Coping with the Depression, however, is not the entire story of this important decade. New Yorkers, like other Americans, experienced and reacted to the Great Depression in different ways, reflecting the diverse social, economic, cultural, and geographical composition of the State. Citizens of the Empire State were not only passive victims of the Depression, but also active participants in the intellectual, social, and political ferment of this period. New York's farmers struggled for price supports, its workers organized union locals, its artists and writers portrayed social themes, and many of its "average" citizens participated in the social and political activism of the decade. When economic recovery, spurred largely by defense preparations, finally ended the Depression, a profound change had occurred in society.

The enduring impact of the Depression is perhaps epitomized by the responses of State and Federal governments--particularly the expansion of government social welfare programs--to widespread economic suffering. At the beginning of the 1930s, New York State government, under the leadership of Governor Franklin Delano Roosevelt, began pioneering efforts to relieve the economic plight. After Roosevelt moved to the White House in 1933, and established a national economic recovery program, the "New Deal," New York continued its own relief efforts in cooperation with the Federal government. Through the "Little New Deal," New York State assumed much greater responsibility for the economic and social well-being of its citizens than before the 1930s.

An exploration of the experience of New Yorkers during the "Great Depression" can facilitate a general understanding of the effects of that economic catastrophe on all Americans. It can also serve to illuminate a period in the State's history still remembered by many of its citizens but often neglected by textbooks. The remainder of this essay and the bibliography which follows it, are intended to provide teachers and students with an overview of the period and help them put into historical perspective the documents and suggested classroom activities contained in this packet.

THE EFFECTS OF ECONOMIC COLLAPSE

New Yorkers, like the rest of the nation, were unprepared for the stock market crash of October 24, 1929. Although many New York investors and brokers were victims of what came to be known as "Black Thursday," the problems of Wall Street seemed far away to most residents of the Empire State. Rapidly declining stock values, however, were soon followed by widespread industrial and financial stagnation. The impact of the collapse of the Nation's financial structure was brought home to many New Yorkers when their local banks began to fail. Between 1930 and 1932 fifty-one New York banks failed, most of these in smaller communities throughout the State. (More would have gone under if Governor Herbert Lehman had not instituted a statewide bank closing on March 4, 1933, two days before President Roosevelt declared a national bank "holiday.") Business bankruptcies, plant closings, and rising unemployment accompanied the collapse of the nation's financial system. By 1931 it was apparent that the country was in the midst of the worst economic crisis in its history. Never before had so many New Yorkers been in want, and "hard times" would remain for the entire decade.

The effects of the "Great Depression" on New Yorkers were not uniform. The State contained large urban centers, smaller cities, villages, towns, and isolated rural areas. Its people's living standards varied from great wealth to abject poverty. These factors assured a diversity of experiences. In general, urbanites, particularly working people, bore the brunt of the Depression. Among this group of people, those with already limited employment possibilities, such as the unskilled, the aged, and certain ethnic and racial minorities, suffered the most. However, even those who had a modicum of economic security before the depression felt the bite of hard times. Many skilled workers, white-collar professionals, and small business proprietors joined the ranks of the unemployed. Others were forced to take pay cuts or to work only part time to keep their jobs. By 1933, one and one-half million New Yorkers, one quarter of the State's labor force, were unemployed, and twenty-three percent of all male wage earners worked only part time.

Unemployment and wage reductions had a devastating effect on New Yorkers. Many home owners could not afford to make mortgage payments or even pay their taxes. Large numbers faced foreclosure in the early thirties, and during 1932, in New York City alone, over 13,000 mortgages were foreclosed. The problem became so acute that in August 1933 the State instituted an emergency mortgage moratorium, which limited the ability of banks to foreclose. This moratorium remained in effect for most of the 1930s. Renters who fell too far behind in rent payments faced eviction. Many of the homeless doubled up with friends or relatives. The less fortunate herded into communities of makeshift shacks known as "Hoovervilles."

Of course, the majority of urban New Yorkers held on to their jobs and homes during the Depression. Few, however, were completely free of the fear of joining their neighbors among the ranks of the unemployed. Many of the employed had already experienced a drastic decline in income due to reduced hours or wage cuts, and families of wage

earners were often forced to rigorously cut consumption. The unemployment problem was further exacerbated as women entered the workplace in larger numbers than ever before in order to supplement shrinking family incomes.

Urban families tried to survive the Depression as best they could, but many could not make it alone. At the beginning of the 1930s people looked to such traditional sources of assistance as private welfare agencies, churches, ethnic and mutual benefit societies, and local government. These institutions, however, proved unable to handle the State's immense relief problem.

As State and Federal relief programs were established, more and more New Yorkers turned to these sources for help. Government-supported work relief and direct financial assistance materially aided millions of New Yorkers and gave them renewed hope. However, massive unemployment and suffering continued until the early 1940s. The 1940 census revealed that New York had the nation's highest rate of unemployment--almost fourteen percent. Although defense mobilization and war industry production helped reduce the ranks of the jobless, over 150,000 New York families and single persons were on relief rolls as late as June 1942.

Rural New York was affected somewhat differently by the Depression, but the economic impact was equally devastating. Even during the 1920s, when most New Yorkers were experiencing a period of prosperity, farming communities had faced economic hard times, decreasing population, and a general decline in the quality of rural life. The onset of the Depression made matters worse. When the economy collapsed, agricultural commodity prices fell faster than the general price level. Average farm income soon dropped below the level where cash receipts offset the cost of production. Facing bankruptcy and foreclosure, economically marginal farmers staved off disasters by cutting back on purchases of food and clothing, or by keeping school-aged children at home as a source of cheap labor. Many young people who, during the 1920's, had fled rural poverty for the prosperity of the cities, returned to family farms where they assumed they would at least be fed. Although migration back to the farm saved many from urban relief rolls, it put an added burden on already hard-pressed rural families. Some farmers dropped out of the market economy, giving up cash crops and livestock to concentrate on subsistence farming.

Ironically, despite the severe economic conditions, positive trends were also apparent in rural New York. The age of electricity and the automobile were beginning to revolutionize rural life in the 1920s, and with government aiding the process this trend accelerated during the 1930s. Roads built with Federal and State funds and the increased availability and use of automobiles were beginning to make rural isolation a thing of the past. The federally sponsored Rural Electrification Administration funnelled $1,375,000 into New York during the 1930s, and by the end of the decade forty-five percent of all New York farms were electrified. Electricity gave farmers access to radios, washing machines, and other modern conveniences. Of course, rural families did not share equally

in these benefits, but for the farmer with sufficient income, life during the Thirties could be more comfortable than it had ever been before.

There were other positive changes in rural New York, however, that most farm families did share in. Rural communities, along with their urban counterparts, shared in the benefits of expanded government social services. Health services, especially, were improved during the 1930s. During the Depression decade there was a great improvement in the quality of rural education, partially as a result of school centralization. Although State legislation encouraging school district centralization had been passed in 1925, it was in the 1930s that the program began to make substantial progress. By 1938 more than 250 centralized districts had been established in rural areas, providing facilities and expanded curricula to students.

## REACTION TO FARM AND LABOR CONDITIONS

New Yorkers sometimes reacted to the Depression in active and determined, as well as defensive and passive ways. The economic and social crisis mobilized greater numbers of New Yorkers into social, political, and economic movements, particularly those promising direct economic benefits. For example, some of New York's dairy farmers banded together in an attempt to force State government to assure them a living income by raising milk price supports. This movement paralleled the much larger "farm holiday" movement in the Midwest, where farmers withheld products from market in an effort to drive prices up. Similarly, large numbers of New York's industrial workers joined those elsewhere in the nation in an effort to build industrial unions of their own choosing. Such events as the "Battle of Boonville" in 1933, where State Police confronted striking dairy farmers, and the bitter Republic Steel strike in Buffalo in 1937, were symptomatic of the economic distress and social ferment felt in many parts of the United States during the 1930s.

New York dairy farmers were hit particularly hard by the Depression. Dairy farming was the predominant type of agriculture in New York, with over eighty percent of all farmers in the State engaged in some dairying. The industry had been having a difficult time with low prices and surpluses since the First World War, and the Depression exacerbated this situation by restricting urban purchasing power. As a result, surpluses mounted, and between 1929 and 1933, the price received by farmers declined sixty-one percent. For most farmers, income from milk had in fact dropped below the cost of production.

Over-production was the key to the dairyman's problem, but milk, as a perishable commodity, could not be kept off the market. Existing farm organizations, most notably the Dairyman's League Cooperative Association Inc., believed that cooperative marketing, which eventually distributed marketing costs, profits, and losses among its members, was the only solution to the dairymen's problems. However, many farmers, particularly in central and western New York, advocated a government-administered minimum pricing system to protect the State's dairy industry. In 1933, these farmers found their champion in State Senator Perley Pitcher, who introduced a bill that would establish a State Milk Control

Board with the power to set minimum wholesale prices paid to producers and retail prices paid by consumers. The Dairyman's League and many of the large milk distributing companies opposed the bill, but non-League dairymen, now organized into new militant associations, lobbied successfully for legislative approval of the measure, which became law in April 1933.

To force the passage of the Pitcher Bill, and later to influence the operation of the Milk Control Board, dairymen organized a series of large demonstrations during the spring and summer of 1933. Perhaps the most dramatic event occurred outside of Boonville on August 1, 1933, when several militant dairymen, who were trying to dump the milk of non-striking dairymen before it reached market, were injured in a confrontation with State Police. The so-called "Battle of Boonville" enraged farmers throughout the state. Within two days, a "milk holiday," as some called it, rapidly spread from central New York to the western counties and the southern tier. Over 10,000 of the state's 80,000 dairymen joined the strike out of sympathy with the Boonville farmers.

Unfortunately, neither strikes nor the Milk Control Board could solve the dairymen's problems. Prices and the supply of milk moving in interstate commerce could not be fixed by State regulation, and the New York "milk shed" extended into Vermont, Pennsylvania, and New Jersey. In 1938, a partial solution was found in a State-Federal marketing agreement regulating prices on a regional basis. The dairy industry's problems, however, were never fully solved and dissident farmers would continue to resort to strikes throughout the 1930s and beyond.

The 1920s had not been a good decade for labor unions in New York or in the nation generally. A combination of prosperity and company paternalism, combined with vigorous anti-union activity--sometimes called the "Mohawk Valley Plan"--had prevented the growth of unions in such basic New York industries as steel and textiles.

The early years of the Depression further weakened New York union activity. Even unions that remained strong during the 1920s lost large numbers of members to unemployment, while workers in unorganized industries worried more about keeping their jobs than building strong labor organizations. With the passage by the United States Congress of the National Recovery Act in 1933 and the National Labor Relations Act in 1935 interest in unionism began to revive among workers throughout the nation. The latter measure had been proposed by the U. S. Senator from New York, Robert F. Wagner, and was dubbed the "Wagner Act." Both the N.R.A. and the N.L.R.A. gave workers the right to organize and bargain collectively through unions of their own choosing. The Wagner Act was particularly effective because it established a National Labor Relations Board to enforce its provisions.

The same year that the Wagner Act was passed, the Committee of Industrial Organizations (C.I.O.) was formed by industrial unionists of the American Federation of Labor who felt that the parent organization, with its craft concept of unionism, was incapable of organizing workers into

modern industrial unions. Many of the needle trades unions, which were already organized industrially, supported the new labor group. (The C.I.O. would split completely with the A.F.L. in 1938, becoming the Congress of Industrial Organizations, not to reunite with the A.F.L. until 1955.)

With the passage of the Wagner Act and the formation of the C.I.O., unionization proceeded at a heated pace, but not without employer resistance. For example, New York experienced 489 strikes for union recognition in 1937, when the labor organizing movement was at its peak. However, nearly half of the strikes failed to achieve their goal or were only partially successful. It was during this zenith of union activity that the Steel Workers Organizing Committee (S.W.O.C.) of the C.I.O. attempted to organize the steel industry.

The steel industry in New York was, and still is, centered in the Buffalo area. In the 1930s Republic Steel and Bethlehem Steel, two of the so-called "Little Steel" companies that were not part of the mammoth United States Steel Corporation, dominated the industry in the Buffalo area. Both these companies opposed independent unionism. Republic Steel had a particularly effective version of the "Mohawk Valley Plan" that included a company union, labor spies, and a heavily armed company police force. In addition to Republic's stringent union policies, many plant workers felt that working conditions were degrading and that foremen and other supervisors practiced favoritism in selecting men for the available work each day. To these men, a trade union offered an effective means to redress their grievances.

S.W.O.C. began recruiting workers at "Little Steel" plants throughout the country in late summer of 1936. By spring 1937, the Buffalo local of the union had made some headway, but was far from prepared for a confrontation with the steel company. Unfortunately on May 25, 1937, Buffalo union leaders were forced to call a strike, following the lead of locals in Ohio, Michigan, and Indiana, in response to a company lockout at Republic Steel's Massilon, Ohio plant. With no strike fund, poor communications, and fledgling organization, S.W.O.C. nonetheless attempted to win a nationwide strike and force Republic Steel to recognize the union. In Buffalo, a fairly effective picket line was maintained for two weeks, but ultimately the strike failed. Republic Steel's victory, however, proved to be temporary. In 1938, the National Labor Relations Board ordered the company to recognize the union and to reinstate with back pay workers who had lost their jobs because of the strike.

Steel workers and other industrial unionists in New York and the nation found that they could win union recognition more easily during the early 1940s, when labor shortages caused by World War II and the pressure of defense contracts made management more amenable to collective bargaining. Workers, like the farmers, often failed to win their immediate demands or to capture much public sympathy during the Depression decade, but the movements they began during the thirties enabled them to become significant social and political forces in the decades to follow.

THE EXPANDING ROLE OF GOVERNMENT

The "Great Depression" was an economic catastrophe that brought forth unprecedented State and Federal government social welfare programs. At the beginning of the Depression, New Yorkers looked to the traditional avenues of private agencies and local government for relief, but by 1931, it was clear that these institutions could not adequately handle the herculean task of providing assistance to over a million needy New Yorkers. Governor Franklin D. Roosevelt decided to take a bold new step by proposing the establishment of a massive State program for emergency relief. The result was the Wicks Act, approved by the State Legislature in 1931, which created the Temporary Emergency Relief Administration (T.E.R.A.) to supervise the distribution of State aid to local communities. During the first ten months of its existence, the T.E.R.A. administered the expenditure of over forty-eight million dollars for relief to nearly 400,000 families representing one and one-half million people. The T.E.R.A. set a pattern for both State and federal government relief activities throughout the Depression.

When Roosevelt was elected President in 1932, the pragmatic philosophy and experience of New York's T.E.R.A. provided the basis for Federal-level "New Deal" programs, which included measures to stabilize agriculture, restructure industrial-labor relations, and put the nation's financial system on a firmer base, as well as to provide emergency relief. In New York F.D.R.'s former Lieutenant Governor and successor, Herbert Lehman, began to construct a "Little New Deal." Often in tandem, but sometimes in conflict with Washington, Lehman proposed and pushed through a State legislative program designed to complement and augment Federal efforts. This program included State unemployment insurance, programs for public health and housing, aid to blind and dependent children, minimum wages for women and minors, workers' compensation, a mini-Wagner Act to cover employees not engaged in interstate commerce, public development of hydroelectricity and much more. Lehman administered one of the most successful State-level "Little New Deal" programs in the country and, to the delight of fiscal conservatives, he ran it without deficit spending.

Individual New Yorkers benefited directly from both State and Federal programs. Between 1933 and 1937, the T.E.R.A., acting as agent for the Federal government, distributed 331 million pounds of food and three million articles of clothing. During the 1930s nearly a half million New Yorkers were at one time or another employed on public relief projects. Federal grants, supplemented by State and local appropriations, made possible the construction of hundreds of hospitals, schools, and post offices throughout the State as well as the building of the Triboro Bridge and the spa at Saratoga, the reforestation of Letchworth Park, and many other projects. These efforts created the most durable evidence of the government's and the people's determination to work together to alleviate the distress caused by the Depression. The Federal government also sponsored arts, writers, and historical records projects, which put many of the State's unemployed artists, actors, writers, and academicians to work on useful and sometimes innovative projects. The number of publications, works of visual art, and dramatic productions resulting from these projects testified to their success.

By the end of the Thirties, government had moved significantly toward accepting responsibility for the social well-being of its citizens. Programs originally designed for temporary emergency relief were incorporated into the structure of state and Federal governments. New York State began this process in 1937 when the T.E.R.A. programs were institutionalized in a new State Department of Public Welfare. The process was consummated by a 1938 constitutional amendment which mandated State responsibility for public relief and care for the indigent. This action marked the enduring shift from thinking of public welfare as charity to perceiving it as a social responsibility. In 1938, several other constitutional amendments incorporated other Depression era innovations--such as the rights of labor to organize and bargain collectively, workers' compensation, and provisions for low income public housing--into the State's structure of government. A shift in the public perception, however, had occurred before 1938 and continued thereafter. The emergency measures and subsequent legislation of the 1930s had wrought an enduring change in the role of State government to insure the economic rights and social welfare of its citizens.

# NEW YORKERS DURING THE THIRTIES: A SELECTED BIBLIOGRAPHY

## 1. GENERAL AND BACKGROUND


Bernstein, Barton J. "The New Deal: The Conservation Achievement of Liberal Reform," Towards a New Past: Dissenting Essays in American History. (New York: 1968).

Freidel, Frank. Franklin D. Roosevelt: The Triumph. (Boston: 1956).

Graham, Otis L., Jr., ed. The New Deal: The Critical Issues. (New York: 1971).

Leuchtenburg, William E. Franklin D. Roosevelt and the New Deal, 1932-1940. (New York: 1963).

Mitchell, Broadus. Depression Decade: From New Era Through New Deal 1929-1941. (New York: 1947).

Patterson, James T. The New Deal and the States: Federalism in Transition. (Princeton, New Jersey: 1969).

Schlesinger, Arthur M., Jr. The Politics Upheaval. (Boston: 1960).

Simon, Rita, ed. As We Saw the Thirties: Essays on Social and Political Movement of a Decade. (Urbana, Illinois: 1967).

Schlesinger, Arthur M., Jr. The Coming of the New Deal. (Boston: 1959).


## 2. ECONOMIC TRENDS

### a. Agriculture


Abrahams, Paul. "Agriculture Adjustment during the New Deal; the New York Milk Industry: A Case Study," Agricultural History, XXXIX (April 1965): 92-101.

Bellush, Jewel. "Milk Price Control: History of Its Adoption, 1933," New York History, XLIII (January 1962): 79-104.

Bulkley, Peter B. "Agrarian Crisis in Western New York: New Deal Reinforcement of the Farm Depression," New York History, LIX (October 1978): 473-491.

Dyson, Lowell K. "The Milk Strike of 1939 and the Destruction of the Dairy Farmers Union," New York History, LI (October 1970): 523-543.

Rollins, Alfred B., Jr. "Young Franklin D. Roosevelt as the Farmer's Friend," New York History, XLIII (April 1962): 186-198.

Slichter, Gertrude. "Franklin D. Roosevelt's Farm Policy as Governor of New York State, 1928-1932," Agricultural History, 33 (October 1959): 167-176.

Slichter, Gertrude. "Franklin D. Roosevelt and the Farm Problem, 1929-1932," Mississippi Valley Historical Review, 43 (September 1956): 238-258.

b. Labor and Industry

Arenwald, Walter P. "Mediation, Arbitration and Investigation of Industrial Disputes in New York State, 1937-1940," Journal of Political Economy, XLIX (February 1941): 58-89.

Bernstein, Irving. Turbulent Years: A History of the American Worker, 1933-1941. (Boston: 1970).

Cook, Philip L. "Tom M. Girdler and the Labor Policies of Republic Steel Corporation," Social Science, 42 (Winter, 1967): 21-30.

Derber, Milton and Young, Edwin, eds. Labor and the New Deal. (Madison, Wisconsin: 1957).

Galenson, Walter. "The Unionization of the American Steel Industry," International Review of Social History, 1 (1956): 8-40.

Howe, Irving and Coser, Lewis. The American Communist Party (1919-1957). (Boston: 1957).

Josephson, Mathew. Sidney Hillman, Statesman of American Labor. (Garden City: 1952).

Madison, Charles A. "Sidney Hillman: Leader of the Amalgamated," American Scholar, 18 (Autumn 1949): 457-469.

Rischin, Moses. "The Jewish Labor Movement in America," Labor History, 4 (Fall 1963): 227-247.

Schatz, Ronald. "Union Pioneers: The Founders of Local Unions at General Electric and Westinghouse, 1933-1937," Journal of American History, 66 (December 1979): 586-602.

Seidler, Murray. "The Socialist Party and American Unionism," Midwestern Journal of Political Science, 5 (August 1961): 207-236.

Seidman, Joel. The Needle Trades. (New York: 1942).

3. SOCIAL IMPACT OF THE DEPRESSION AND NEW DEAL

Bayor, Ronald H. Neighbors in Conflict: The Irish, Germans, Jews, and Italians of New York City 1929-1941. (Baltimore: 1978).

Blumberg, Barbara, ed. The New Deal and the Unemployed: The View from New York City. (Lewisberg, Pa.: 1979).

Bolin, Winifred D. Wandersee. "The Economics of Middle-Income Family Life: Working Women During the Great Depression," The Journal of American History, LXV (June 1978): 60-74.

Frost, Harlan M. "Impact of the Depression on the Work of the Local Council of Churches," Niagara Frontier, 17 (Winter 1970): 104-110.

La Gumina, Salvatore J. "The New Deal, the Immigrants and Congressman Vito Marcantonio," The International Migration Review, IV (Spring 1970): 54-75.

Lansky, Lewis. "Buffalo and the Great Depression, 1929-1933," An American Historian: Essays to Honor Selig Adler, Milton Plesur, ed., (Buffalo: 1980).

McKelvey, Blake. Rochester: An Emerging Metropolis, 1925-1961. (Rochester: 1961).

Naison, Mark D. "Communism and Black Nationalism in the Depression: The Case of Harlem," Journal of Ethnic Studies, 2 (1974): 24-36.

Potter, Barrett G. "The Civilian Conservation Corps and New York's Negro Question: A Case Study in Federal-State Race Relations During the Great Depression," Afro-Americans in New York Life and History, 1 (July 1977): 183-200.

Van Wagenen, Jared, Jr. Days of My Years: The Autobiography of a New York State Farmer. (Cooperstown: 1962).

Terkel, (Studs) Louis. Hard Times: An Oral History of the Great Depression. (New York: 1970).

Walter, John C. "Frank R. Crossworth and the Negro Labor Committee in Harlem," Afro-Americans in New York Life and History, 3 (July 1979): 35-49.

4. THE ROLE OF GOVERNMENT

Bellush, Barnard. Franklin D. Roosevelt as Governor of New York. (New York: 1955).

Bellush, Jewell. "Roosevelt's Good Right Arm: Lieutenant Governor Herbert H. Lehman," New York History, XLI (October 1960): 423-44.

Caro, Robert A. The Power Broker: Robert Moses and the Fall of New York. (New York: 1974).

Chalmers, Leonard. "The Crucial Test of La Guardia's First Hundred Days: The Emergency Economy Bill," New York Historical Quarterly, 57 (July 1973): 237-253.

Garrett, Charles. The La Guardia Years: Machine and Reform Politics in New York City. (New Brunswick: 1961).

Ingalls, Robert P. Herbert H. Lehman and New York's Little New Deal. (New York: 1975).

Moses, Robert. Public Works: A Dangerous Trade. (New York: 1970).

Nevins, Allan. Herbert H. Lehman and His Era. (New York: 1963).

Patterson, James T. The New Deal and the States: Federalism in Transition. (Princeton, New Jersey: 1969).

Radomski, Alexander L. Work Relief in New York State, 1931-1935. (New York: 1947).

Schneider, David M. and Deutsch, Albert. The History of Public Welfare in New York State, 1867-1940. (Chicago: 1941).

# TEACHING ACTIVITIES FOR USING THE HISTORICAL DOCUMENTS

This part of the Teachers Guide provides guidelines and suggested teaching activities for using the twenty-two fascimile documents contained in this packet. Each document is numbered in the upper right-hand corner, and suggestions for using the documents are grouped by topic into three sections as follows:

Section I: Social Conditions

Rural Life

Document 1. Photograph of Rural New York Farm Scene, 1930s.
Document 2. Mildred Fox Diary, 1939.
Document 3. Photograph of Interior of Farm Home, 1930s.
Document 4. Advertisement for Sullivan County Fair, 1931.

Urban Life

Document 5. Ida M. Berry Letter, 1934.
Document 6. Mathilda Gangemi Letter, 1934.
Document 7. Photograph of "Hooverville," New York City, 1932.
Document 8. Photograph of Breadline, 6th Ave. & 42nd St., 1932.
Document 9. "Composer and Movie Actor," Albany Evening News, 1936.

Section II: Economic Conditions

Agricultural Conditions

Document 10. The Pitcher-Bartholemew Bill, Section 312, 1933.
Document 11. "Farmers Clubbed in Upstate Strike," New York Times, 1933.
Document 12. Telegram to Governor Herbert H. Lehman from County Sheriffs, 1933.
Document 13. Testimony of Farmer at State Police Hearing on the Milk Strike at Boonville, 1933.
Document 14. Testimony of Newspaper Reporter at State Police Hearing on the Milk Strike at Boonville, 1933.
Document 15. Testimony of State Trooper at State Police Hearing on the Milk Strike at Boonville, 1933.

Industrial Conditions

Document 16. Working Conditions at Republic Steel. Transcription from oral history interview with David Sneddon, 1960.

Document 17. The Picket Line. Transcription from oral history interview with Louis Palumbaro, 1960.

Section III: The Changing Role of Government

Document 18. Legislation Creating the Temporary Emergency Relief Administration, 1931.

Document 19. Photograph of Food Stamp Program in Rochester, 1930s.

Document 20. Photograph of Black Construction Workers at Hunter College, 1930s.

Document 21. Photograph of Tailor and Clothing Worker Trainees in Brooklyn, 1930s.

Document 22. Letter from Paul S. Livermore to Governor Lehman, 1937.

Each section begins with an outline of historical themes illustrated by the records. Then, based on State Education Department curriculum guidelines, the Guide identifies social studies concepts and student skills that can be developed when using the documents as teaching aids. Finally, a set of teaching activities is provided for each document. These activities merely suggest the variety of potential uses of the documents. Adaptations and additions to meet the needs of individual schools and teachers are encouraged.

This part of the Teachers Guide is designed to provide an initial body of information and activities for teachers. Additional historical resources on local experiences during the Thirties exist in every community. Libraries, historical societies and museums, local government offices, and local citizens can be sources of information to help students understand the impact of the Depression in their community.

# SECTION I: SOCIAL CONDITIONS

## RURAL LIFE

*historical themes*

(1) Agricultural life underwent many changes in the early twentieth century.

(2) Farm families had been experiencing economic hard times before the Depression, so its effects had less immediate shock value. They had already begun to develop mechanisms for enduring.

*concepts*

(1) change: The economic upheaval of the early twentieth century caused many changes in agricultural life.

(2) environment: The well-being of farm families was directly affected by the environment, as it was a major influence in the farm's productivity.

*skills*

(1) viewing: Investigating photographic and advertising resources requires students to "read" visual objects more carefully.

(2) collecting data: Students will extract information, either specifically stated or implied, from a variety of resources.

(3) analyzing data: The suggested activities ask students to compare various Depression conditions with current ones.

(4) drawing conclusions: From the evidence provided in the following documents, students are encouraged to arrive at their own conclusions about the effect of the Depression on the lives of farmers.

(5) decreasing stereotypical perceptions: Through exposure to the actual experiences of rural New Yorkers, students will be able to develop more historically accurate perceptions of the advantages and disadvantages of farm life.

*teaching activities*

Document #1. RURAL NEW YORK FARM SCENE.
1930s.

(1) Have students make a list of facts about this farm that can be derived from the photograph.

(2) Discuss the following farming techniques evident:

a. barbed wire fence
b. horse drawn plow
c. stacked hay
d. multi-crop farming

Then discuss how these techniques can be used to judge the relative prosperity of this farm.

Document #2. MILDRED FOX DIARY.
May - August 1939.

(Mildred Fox was a schoolteacher and farmer's wife in Cassadaga, N.Y. Elmer is her husband, Elizabeth is her daughter.)

(1) What innovations does Mrs. Fox discuss in the course of her diary? (small pox vaccination, gas heat, movie theaters) What are the advantages of these things in rural life? When had they become available in urban areas?

(2) Discuss the kinds of entertainment available - minstrel shows, movies, Sunday school picnics, band concerts, visiting friends.

(3) Note the discussion of weather on July 23. Discuss the role of weather in creating the economic conditions in the Depression.

(4) If students do not know, have them find out what threshing is, as well as why the time when they thresh is important. Note the importance of cooperation between farmers for the survival of all. Have students find out how many bushels of wheat can be threshed on farms today, what methods are used, and how many people are needed.

(5) Based on this diary, and information from the Boonville incident in section II what are the advantages and disadvantages of rural life during the Depression? Have students imagine they are a city relative and write to Mildred after a visit to the farm. Then exchange letters and write Mildred's response.

Document #3. INTERIOR OF FARM HOME.
1930s.

(1) Have students inventory the items in this photograph. From this list, they can draw inferences and make statements about this home and its occupants, such as:

the house has electricity (lamps)
the photograph was taken in summer (woman's clothes, photograph and doilie on stove top)
this is probably a family home (family photographs, beer box might indicate a man lives there, age of women and amount of furniture)
the family is getting by, but not in good financial condition (style of furniture and decorating style not reflective of contemporary trends, condition of furniture)

(2) Based on their knowledge of rural conditions so far, have students create a biographical sketch of this woman. (Age, occupation, schooling, family, activities.)

(3) Have students imagine this woman is thinking over the last several years during the Depression, and write a stream - of - consciousness monologue.

Document #4. ADVERTISEMENT FOR SULLIVAN COUNTY FAIR. 1931.

(1) Discuss the purposes of county fairs, and the reasons for including the features listed.

(2) Have students identify and interview members of the community who recall county fairs from the Depression. Contact the regional Cooperative Extension office for possible resource people on this topic.

(3) Locate announcements for contemporary county fairs and compare the kinds of activities with those at the Sullivan County Fair. Discuss reasons for the differences.

(4) Have students imagine they are visitors from Europe and write an entry in their travel journal describing the Sullivan County Fair.

## URBAN LIFE

*historical themes*

(1) In times of economic depression, living conditions deteriorate most rapidly and obviously in cities where groups of the poor live.

(2) The Depression brought the difficulties and shame of poverty to a large number of city dwellers from groups previously untouched.

(3) The depression drove people to great extremes in desperation.

*concepts*

(1) change: Changing economic conditions can alter the life style and structure of families.

(2) empathy: The Depression presents many case studies in deprivation, and the opportunity to understand the varied reactions to economic distress.

(3) humanitarianism: Hard times result in acts of humanity, as individuals try to aid those in even greater need.

(4) individual dignity: The Depression forced many people into conditions that caused them shame and embarrassment because they could not maintain self-sufficiency.

*skills*

| | | |
|---|---|---|
| (1) | viewing: | Students will be asked to derive both specific and implied information from photographic resources. |
| (2) | collecting data: | Information will be collected through viewing, reading, and by interpretation of different citizens' views of the Depression. |
| (3) | analyzing data: | Students are asked to consider how the information presented shows the effects of the Depression on the lives of urban people. |
| (4) | drawing conclusions: | The suggested activities ask students to determine the attitudes of various groups toward the results of the Depression. |
| (5) | empathy: | Exposure to the impact of the Depression on individuals, will help students understand the |

viewpoints of varied segments of the urban population.

*teaching activities*

Documents #5, #6. IDA M. BERRY LETTER.
MATHILDA GANGEMI LETTER.
1934.

(1) Discuss and compare the requests made by these individuals to Mrs. Roosevelt. What do they tell about conditions during the Depression? What do they tell about the level of desperation people have reached?

(2) Why have these individuals written to Mrs. Roosevelt, rather than the President or someone in their own state?

(3) Have students discuss what they would do if besieged by hundreds of such requests each year. Then have them prepare responses to the letters.

Document #7. PHOTOGRAPH OF "HOOVERVILLE," NEW YORK CITY.
1932

(1) Have students imagine they are a social worker for a New York City charitable organization. Write a report describing the "house" and living conditions for this person.

(2) Have students working in pairs imagine they are two well-to-do lawyers driving to lunch, who pass this scene.

(3) Have students in groups scavenge for materials and build their own Hooverville. (This requires close supervision and administrative cooperation to avoid major problems!)

Document #8. PHOTOGRAPH OF BREADLINE, 6TH AVE. & 42ND ST.
1932

(1) Have students attempt to approximate the number of people standing in this breadline. What does this line indicate about conditions in the city? Why do most of the people in the line seem to be men?

(2) Have students imagine they are Thomas Jefferson viewing this breadline from "the other world" - what might his thoughts be on the status of the country he helped found?

(3) Have students list the positive elements shown in this photograph. (There are a few !)

(4) Have students imagine they are a writer for Life Magazine sent to interview people in a breadline. Write a feature article including the views of: a recent Italian immigrant; the father of a family of

five; an unemployed teacher; a black musician.

Document #9. NEWSPAPER ARTICLE ON POPULAR MUSIC.
February 17, 1936.

(1) Have students ask several adults over 60 years old whether they remember "Pinky" Tomlin or his song "The Object of My Affections." They also might ask what kind of music the individual did remember listening to during the Depression.

(2) Contact local radio stations to find out what kind of music and programs they broadcast during the Depression. Then have students consider why these programs were popular.

(3) Have students prepare an audio collage of popular music from the 1930s. Then discuss the appeal of various kinds of music to people during the Depression. Students might attempt to draw conclusions about the relationship of music to varying economic and political conditions.

# SECTION II: ECONOMIC CONDITIONS

## AGRICULTURAL CONDITIONS

*historical themes*

(1) Agriculture in New York had been in a depressed state before the 1930s.

(2) Overproduction of many crops, milk for example, drove prices and profits down.

(3) Various efforts were made by government and farm groups to alleviate the distress, but were not very effective throughout the Thirties.

*concepts*

(1) conflict resolution: The milk dumping incident in Boonville shows the efforts to alleviate immediate violence, and develop long-term solutions to economic distress.

(2) economic system, productivity: This problem illustrates the complexities of a capitalistic economic system, in which the amount of a commodity produced by an individual does not necessarily result in commensurate profits.

(3) empathy: The difficulties in settling or coping with the immediate violence as well as the larger economic problem can be viewed from the perspectives of individuals on many sides of the issue.

*skills*

(1) collecting data: Students will collect information from a variety of forms: a newspaper, a telegram, a legislative bill, and personal testimonies.

(2) analyzing data: The varied attitudes of both individuals and organizations provide students with an opportunity to weigh evidence, and consider reliability of sources.

(3) drawing conclusions: The evidence presented on the "Battle of Boonville" leaves many gaps and unanswered questions, about which students can attempt to draw conclusions.

(4) empathy: Contact with the actual experience and opinions of this incident help students develop an understanding of how various participants may have felt.

(5) decreasing stereotypical perceptions: By viewing the Boonville incident through the experiences of both farmers and state police officers, common stereotypes will be questioned.

*teaching activities*

Document #10. THE PITCHER-BARTHOLEMEW BILL, SECTION 312. 1933.

(1) The Pitcher-Bartholemew Bill established the Milk Control Board, and defined its powers. First, introduce students to the situation of dairymen in 1932, then have them consider this as a piece of proposed legislation. Discuss the following topics:

(a) what are the powers of the Milk Control Board?
(b) what are the advantages of fixing the price of milk?
(c) what are the disadvantages of fixing the price of milk?
(d) will this benefit owners of large dairy herds more than owners of small herds?

(2) Have students prepare and deliver a short speech giving their view on this bill as if they were:

(a) an Assemblyman from New York City
(b) an Assemblyman from Oneida County

(3) After considering the provisions of the bill, have students vote on whether or not to pass it.

Document #11. "FARMERS CLUBBED IN UPSTATE STRIKE" New York Times, Wednesday, August 2, 1933.

(1) Why did farmers dump milk or try to prevent it from being taken to the market?

(2) Discuss the attitude of this newspaper toward the strike. Based on the headlines, which group does the newspaper seem to sympathize with? Who do they ask for comments? Are there any groups who do not make comments or whose position is not discussed? Have students suggest alternate headlines for an article that is: pro-strikers; pro-state police; neutral on the issue.

(3) Based on the information given in the article, identify the reasons given for supporting the strike, and for opposing the strike.

(4) Have students write an account of this incident from the viewpoint of: a farmer participating in the strike; a farmer opposing the strike; a state trooper. Later these can be compared to the testimony given in documents 13, 14, 15.

Document #12. TELEGRAM TO GOVERNOR HERBERT H. LEHMAN FROM COUNTY SHERIFFS.
August 6, 1933.

(1) Have students list the reasons given by the sheriffs for requesting assistance.

(2) Have students take the role of Governor Lehman - what choices for action would they consider upon receiving this telegram? Consider the advantages and disadvantages of such actions as using: State Police; Special Deputies; National Guard.

(3) Again taking the role of Governor Lehman, have students draft a radio message for broadcast or a statement for publication in the newspaper indicating his attitude toward the strike.

(4) Have students imagine they are a junior staff member at the White House - FDR has requested a special report on the situation in New York. Who would they contact to get accurate information? What would they tell FDR? Write the final report (keeping in mind that this is a chance to be recognized by FDR).

(5) Compare this telegram to the newspaper account. Does the situation appear to have improved or worsened? What further information is needed to judge whether the sheriffs are overreacting or not?

(6) Have students imagine they are the sheriff of one of these counties. What would they do if the Governor's response was:

(a) no further assistance will be provided
(b) the State Police will assume all responsibility for enforcing law relating to passage of milk trucks.
(c) appoint as many special deputies as needed to maintain law and order.

Document #13. TESTIMONY OF FARMER AT STATE POLICE HEARING
ON THE MILK STRIKE AT BOONVILLE.
October, 1933.

Document #14. TESTIMONY OF NEWSPAPER REPORTER AT STATE POLICE HEARING
ON THE MILK STRIKE AT BOONVILLE.
October, 1933.

Document #15. TESTIMONY OF STATE TROOPER AT STATE POLICE HEARING
ON THE MILK STRIKE AT BOONVILLE.
October, 1933.

(1) Have students make a list of the actions reported by each individual. When a particular action is reported by more than one individual, compare their versions of that action. Discuss and account for any differences that may occur.

(2) Compare the testimony to the newspaper article. Is it substantially different or similar?

(3) After reading each account, have students determine which they think is the most objective account, and explain why.

(4) Have students take the role of one of the people giving testimony, and tell what they think of the testimony given by the other two people.

(5) Have students imagine they are Governor Lehman - after reading the testimony of these individuals write a letter to Mrs. Lehman stating your real opinion of the whole situation.

(6) Have students imagine they are a movie script writer who has been assigned to write a scene on the milk strike for a forthcoming movie on the Depression. Write a dialogue script of a scene at the milk strike or in Albany at the Executive Mansion.

## INDUSTRIAL CONDITIONS

*historical themes*

(1) In spite of massive unemployment, workers in many industries were unhappy with various working conditions.

(2) Massive industrial growth in the early 20th century made it necessary for new labor-management relationships to be developed; this evolution continued during the Depression, but the economic climate made it more strained.

*concepts*

(1) authority: hierarchical systems result in certain individuals or groups having authority over others. The exercise of this authority does not always proceed smoothly or to the satisfaction of all parties involved.

(2) conflict: in a mass society, conflict often accompanies the development of systems. Its presence does not connote good or bad. It is a sign of change.

(3) empathy: the various perspectives of individuals on the Republic Steel Strike provide opportunities for understanding conflicting attitudes.

(4) industrialization: the development of an industrial society includes a range of benefits and drawbacks. The process is accompanied by tension and problems.

*skills*

(1) collecting data: Students will compile facts about the Republic Steel Strike from a subjective source, personal recollections of participants, and from a source attempting to be objective, a newspaper. They will also identify additional sources for information on labor-management relations.

(2) analyzing data: By analyzing the information in these documents as well as how it is presented, students will identify the influence of opinion on how facts are recorded or remembered.

(3) drawing conclusions: By evaluating the data on the Strike and how it is reported, students are asked to draw conclusions about how various segments of the population might respond.

(4) empathy: Students will be encouraged to consider the position of all sides in the Strike, and understand how they would view the situation.

(5) development of constructive attitudes toward conflict: By considering the issues in the Republic Steel Strike from various viewpoints, students will be encouraged to recognize that opposing sides in a conflict cannot easily be judged "right" and "wrong."

Document #16 WORKING CONDITIONS AT REPUBLIC STEEL.
Transcription from Oral History Interview
with David Sneddon, 1960.

(1) What conditions does Sneddon give as reasons for striking? Discuss with students whether they consider these to be sufficient reasons for striking. If not, have them discuss what issues they would consider sufficient. Based on the discussions they hear among working people, do these kinds of conditions still exist? What protections do working people now have against these kinds of conditions?

(2) Identify within your area a union that has gone on strike - then have students conduct their own interviews with both participants in the strike, and members of management. When information has been accumulated, students can discuss the versions of the strike they collected, noting points that are described similarly and differently. Students should be strongly encouraged to view the variations without being judgmental about the individuals, but as a method to understand the variety of perspectives on any issue.

(3) Have students imagine they are organizers of the SWOC - CIO, and write a newsletter in September 1937 summarizing the strike.

(4) Write a scenario dialogue between David Sneddon and the factory manager on the Monday morning he is replaced by "Joe Doakes."

Document #17 THE PICKET LINE.
Transcription from Oral History
Interview with Louis Palumbaro, 1960.

(1) Have students identify the methods for controlling the strikers mentioned here. Then discuss why each may have been used, as well as the advantages and disadvantages of each.

(2) Why did the strikers try to push the men entering the plant? What other methods could they use to discourage workers from entering?

(3) Have students write a dialogue between:

a striker and a worker entering the plant
a manager and a worker who has stayed on the job
a striker and a police officer

which reflects the attitudes of each toward the strike. Students should keep in mind the era in which this occurred; dialogues should reflect the concerns of the Depression.

(4) Have students write a letter to Governor Lehman on behalf of the striking workers. Then exchange letters and write Governor Lehman's response.

## SECTION III: THE CHANGING ROLE OF GOVERNMENT

*historical themes*

(1) The most lasting result of the Depression was the change in the role of Federal and State government in assuming responsibility for the welfare of their citizens.

(2) The policies of President Roosevelt resulted in the establishment of a host of new governmental agencies providing aid to the stricken and putting citizens back to work.

(3) The Depression is a benchmark in the shift from local control to State and Federal dominance in government.

*concepts*

(1) authority: In times of crisis, authority may shift, and certain groups may assume additional responsibilities in dealing with the situation.

(2) bureaucracy: The development of government programs often results in an increase in bureaucratic structures to facilitate the programs.

(3) centralization/decentralization: The amount of centralization or decentralization of power in government depends on the services needed by the citizens.

*skills*

| | | |
|---|---|---|
| (1) | collecting data: | Students will learn to identify information from a legislative bill, photographs, and governmental correspondence. |
| (2) | analyzing data: | The information collected will be used to consider why the State and Federal governments undertook social welfare programs, and how the public might respond to these efforts. |
| (3) | drawing conclusions: | The information available will help students draw conclusions about the advantages and disadvantages of the role government assumes, and to compare it to present circumstances. |

*teaching activities*

Document #18 LEGISLATION CREATING THE TEMPORARY EMERGENCY RELIEF ADMINISTRATION. 1931.

(1) Discuss the reasons given in section 1 for the establishment of TERA.

(2) What evidence indicates that these measures are not expected to be permanent?

(3) What are the responsibilities of state government as outlined in these sections? What are the responsibilities of local government?

(4) What are the advantages and disadvantages of the system outlined in sections 12 and 13?

(5) Have students imagine they are a local official who has been asked to submit a list of possible projects in their locality as described in section 18. Compile a list with explanations of the value of each project for submission to Governor Roosevelt.

(6) Have students review the case of the following family for home relief as described under section 13. Then write a report explaining what relief, if any, is recommended and why. (This is an actual case, with names changed.)

| | | | |
|---|---|---|---|
| | Rosano, Julian | 63 | Estimated weekly needs: |
| | Rosano, Maria | 58 | Budget $24.11 |
| children | Salvatore | 24 | no income at present |
| | Marie | 16 | |

Father, a blacksmith, hurt spine in 1930. Unable to work since. Family had been supported by children who have married and left home. Son, Salvatore, Union carpenter, unemployed 8 months. Marie, daughter, attends continuation school.

Family had savings in Prisco State Bank, but lost due to failure of bank. Have been borrowing money. Owe $60 groceries to different stores. Own second hand car. Live in 4 room apartment $45/month. Check up at bank shows balance of $.56.

Document #19 FOOD STAMP PROGRAM IN ROCHESTER.
#20 BLACK CONSTRUCTION WORKERS AT HUNTER COLLEGE.
#21 TAILOR AND CLOTHING WORKER TRAINEES IN BROOKLYN.
1930s.

(1) These photographs reflect the wide range of people included in government programs. Have students identify these groups, then discuss

the particular difficulties the Depression brought for:

blacks
families
skilled laborers
unskilled laborers
young people

(2) Have students imagine they are the head of one of the programs illustrated in the photographs. It is 1937, Federal money is going to be cut, and their program may be phased out. Prepare a report for Governor Lehman listing the accomplishments of their program and explaining why it should be continued.

Document #22 LETTER FROM PAUL S. LIVERMORE TO GOVERNOR LEHMAN. July 2, 1937.

(1) As this letter indicates, what happened to TERA in 1937? Students may suggest some reasons for why this was done.

(2) What kind of role does Livermore think the State should have in providing for its citizens? Compare this to the ideas expressed in Section 1 of the legislation creating TERA. Discuss how and why attitudes towards the State's role have changed from 1931 to 1937.

(3) Using a current telephone book, have students check governmental listings and compile a list of agencies providing some kind of aid to "unfortunate citizens." They may first need to discuss how to define an "unfortunate citizen." Comparisons may be made between services provided by local, State and Federal agencies.

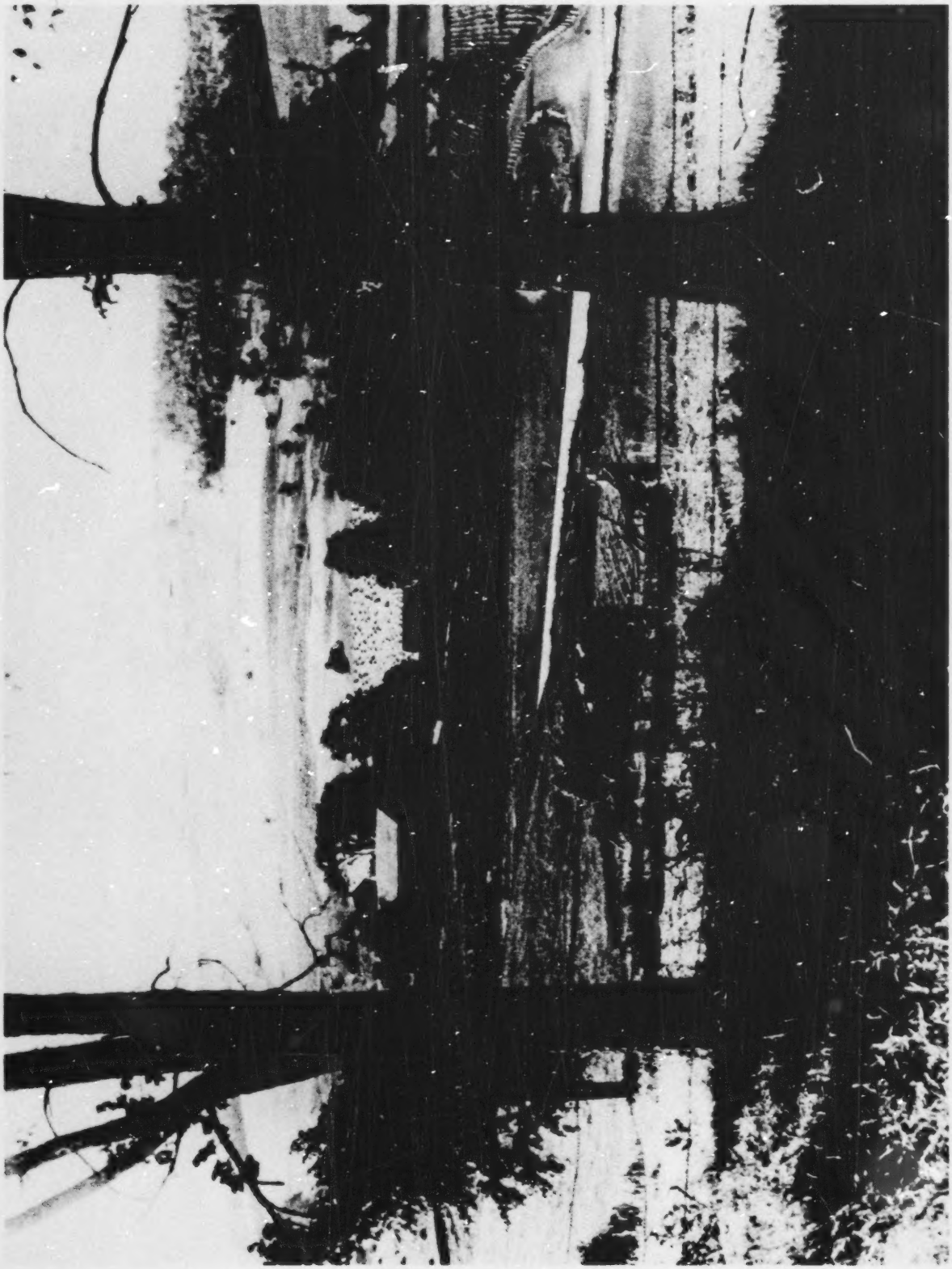
(4) Have students prepare for and conduct a debate on the issue of whether government currently is too involved in social welfare.

# CREDITS

Document 2 Richard and Elizabeth Abram; Documents 16, 17 Dr. James McDonnell; Documents 10, 12, 13, 14, 15, 18, 22 New York State Archives; Documents 4, 9, 11 New York State Library; Documents 1, 3, 5, 6, 7, 8, 20, 21 Franklin D. Roosevelt Presidential Library.

**Document 1.**

*Photograph of Rural New York Farm Scene, 1930's.*



*Mildred Fox Diary, 1939.*

BEST COPY AVAILABLE

May 18. 1939.

Having been inspired by the fact that personal diaries are invaluable in compiling history of the future, I shall proceed to keep one. The gas well is complete, the drilling equipment is picked up and the Murchants are about ready to go home. The well registered 50# pressure this morning. An uneventful day at school except for the fact that we teachers discussed whether we should appear in long dresses or afternoon dresses at the Senior banquet. There seems to be divided opinion as to whether we should wear long dresses. My recreation after school was to dig wall paper off the walls in the front rooms. Next time I shall have my house painted white.

May 19 -

Today was a warm lovely day and the Friday spirit prevailed, for the kids were quite restless. To make matters worse the Seniors had Miss Treat as usual. She left in the middle of the afternoon for home where she will be married at 6:30. Elizabeth went to the first Scout Rally at Dunkirk and had a very nice time. Tonight Elmer and I dug off paper off the front room by applying water and then using razor blades.

May 20 - Saturday

Today was lovely after a shower during the night. Everything is green and the tulips and lilacs are beginning to blossom. Iridescence was in full bloom today when we went after wall paper (Miller's) Elmer and I finished digging off paper today and we have the new ready to be put on Monday. The cost was 17½ rolls at a total cost of $6.95. Elizabeth and Evelyn have played in the other house all day fixing it up for a playhouse. Elmer's chick came today and milk brought $2.40 per hundred from Booth's dairy plant.

May 22 - Monday

Not usually a "blue Monday" for generally everyone is thinking quite seriously about the coming week-end. Jean, Eva, Milton and Robert J. have to stay home until June 3 quarantined for smallpox. There are thirteen cases reported in Ripley and everyone is quite upset about the scare. Jack Nelson and the plumbers have been here working. I hope we will soon emerge for the present state of confusion.

BEST COPY AVAILABLE

Friday May 26

A warm day and a lovely one but we need rain. Most of the pupils were vaccinated Wednesday against small pox. It is quite a simple process now with merely a little pin prick in the arm that is hardly felt as much as a pin prick. Today there was a clinic at school and a large number of people were vaccinated. The stove, furnace and hot water heater and a total of 3 were installed. and I almost have to pinch myself to realize it is true. Jack Nelson finished papering and painting the front rooms last night. They do look nice if he was rather slow. By tonight we have nearly everything in place, and so we are back to normal again. The Minstrel Show is on for the last time tonight. Elizabeth played in the Band at South Dayton last night and here tonight. She will be tired tomorrow. School goes about as usual. Started review in Hist. A yesterday. Gloria Abrams certainly takes the cake for talking and always being somewhere she isn't supposed to be in place.

Thursday June 1

Hello diary. Very so many things have happened since I last wrote. Auntie and Bessie went today after a visit since Sunday when we went after them. Auntie was feeling quite well and I hope the trip didn't tire her all out. Bessie has made my garden look swell! Hope I can keep the good work. These days have been hectic in school. None wants to work because of the nice warm weather and the bad feelings caused by vaccinations. Lots so many are out of school and review for exams is dreadfully broken up. Hope the next two weeks will be better. Elizabeth has been out of school today, she is furrish and generally feels bad. Miss Sprague has been out too, yesterday and today & Mr Lione from Xenia substituted.

BEST COPY AVAILABLE

to sports. Elizabeth is in swimming this afternoon. Yesterday she walked up to Virginia Burkett's with Rev after her tapping lesson.

Sunday - July 16

Elmer, Elizabeth, Etta, Gladys and I have been to Allegheny State Park today. It was cold like a fall day. The roads were cool. The sun shone part of the time and everything looked pretty. We ate our lunch and walked about the park. We came home by way of Warren and stopped to see Uncle Frank & Aunt & Angie Truesdale. They were both pretty well. The latter part of the week since I last wrote have been filled with work... haying, canning, painting & plain house work.

Sunday - July 23

We are not going to church today. It is quite warm and very dry. The paper reports it is driest there in years in N.Y., Penn., Vt., Conn., & N.J. My garden looks pretty sick. During the past week two Berries have been in their prime. Mon. there were 84 qts., Wed. 29 and Fri. 36. We have been selling them for 12¢ a qt. all gives us 10¢ - quite cheap. Yesterday was the Sunday School picnic. Mr. Pierpont counted fifty nine but over two came later. We had lots of eats and a good time. This past week has been a busy one. I have the furniture in the sun porch all painted now. Elizabeth has had two guests for over night this week, Virginia Burkett and Jean Raymond. Elmer and Harry finished haying Wed afternoon. The have both barns full and two stacks outside of hay. We just heard that Evelyn Burk died last night - It is sad.

BEST COPY AVAILABLE

Sunday. July 26.

We have been to Mayville today and all dinner with Margaret & Guy. We brought home Elizabeth & Gladys, for they had been over there since Wed. night.

This past week has been another busy one. Mon. we picked fifty two quarts of berries, Wed. 44 & Friday 88. They stay big and are even nicer than the first one. We still get 10 to 20 quarts for them. Couldn't we hunt till Sun. and so my work has all been today. I canned raspberries & hand and started my first recipe of 3 00 pickles Sat. but mine or some of them are kept three times now.

It has been very hot a day the past week. Vegetables were drying up and our lawn was so parched there was hardly a green blade of grass. It looked like rain all day Friday and Sat. morning it did rain, I rain that came straight down and lasted two all forenoon. Last night it rained again and now tonight it is showering.

Harry went away Sat. night and didn't come back until Tues. morning for new issues at all. Times told him to take his clothes and never. Herman Howard is working here. He seems agreeable & runs around and pleased with the job.

Sat. night the band played in the new band stand empty except for paint.

Wed. Aug. 9

Herman started working for us. He still goes home nights but he plans to stay right along.

We went to the reunion at Canandaigua. We left here about 2:30 Sat. and went to Waterloo where we saw the Conger's at with Cuntie & Bessie. They were getting ready for a family dinner Sun. Jim was coming for the day. We went to Adrian in the evening to stay overnight with Cuntie & Jennie & Uncle John.

Sun. was a lovely day, warm but not too hot. There were 54 there. Surrel could not be there because of sickness. Floyd Newman wasn't there because of recovering from an accident. Aida & Ward Cummings because Ward had fallen & hurt himself. Emma Flack sick also Keith Calvin. Catherine & Cuntie Hattie gave

 BEST COPY AVAILABLE

very fine reports. The same officers were elected again. Floyd Nelsman sent each a letter for the insertion of our name. Aunt Jennie was in a hurry to get home so we left San. about 4:30. Elizabeth had a beautiful time—was riding on all the ships, cars, merry-go-rounds etc. We stopped in Valparaiso for Wilma Davis and got home about 9:30.

Monday I washed. Ernest Herman picked 18 quarts of red raspberries. We bought a ½ gt. basket of tomatoes Sun. for 30¢ – cheap already.

Tuesday Ernest drew oats & stacked them. I have the two wicker chairs varnished & newly covered. The girls have played indoors nearly all day. Wilma & Elizabeth get along well but she isn't Elizabeth's equal mentally. What E. needs is someone to make her hustle & thinking.

We had our first sweet corn today & it was pretty fair size.

Aug. 30 - Sunday

We had threshers this morning. It was no easy to take them or let them go until we didn't know when we let them thresh. They finished about eleven and I had dinner early at 11:30. There were five with my two men. They were about 300 lbs. Oats - threshing bill $10.00. This afternoon we called at the Lucases.

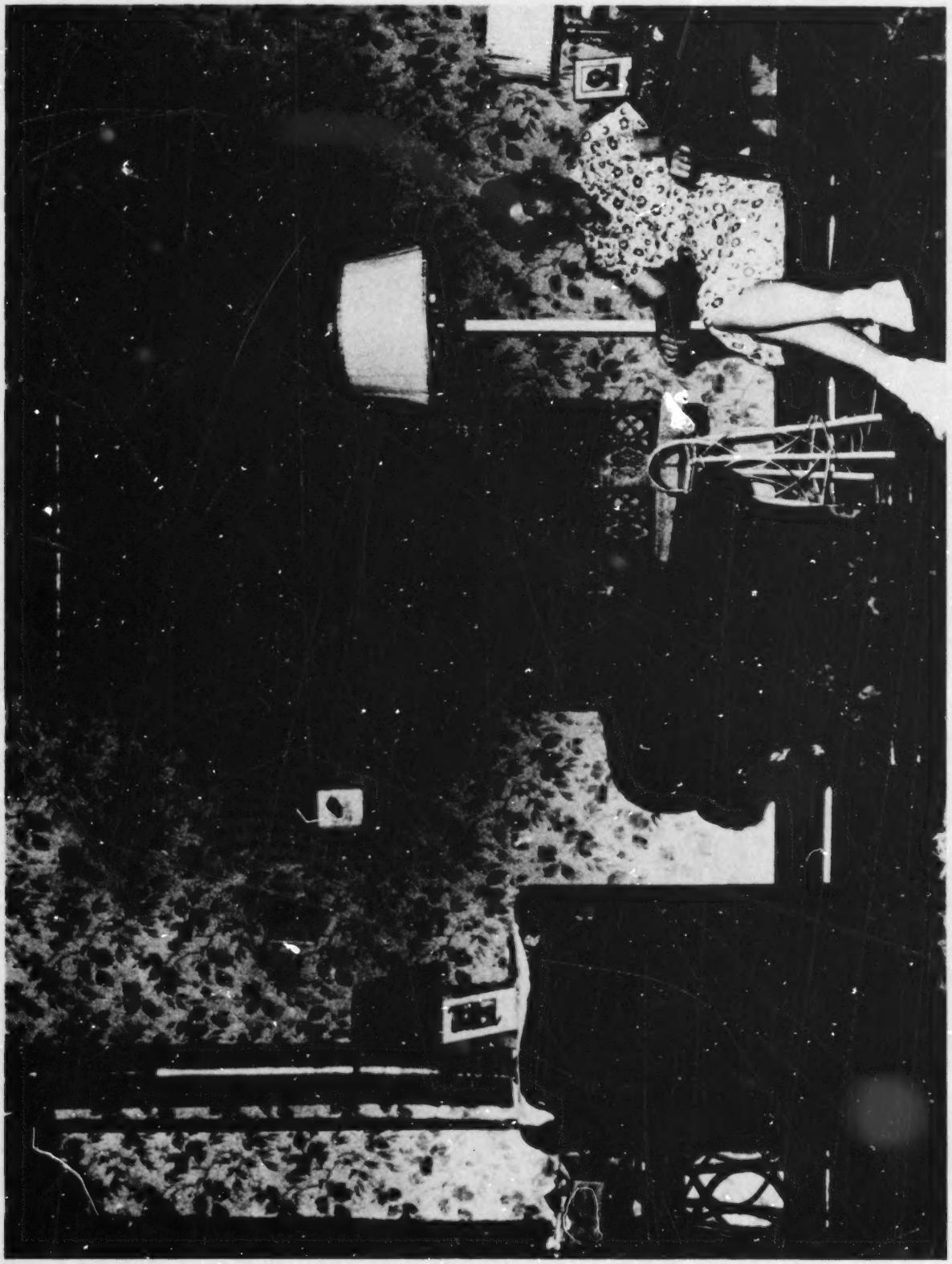
Wilma Davis was here with Elizabeth from the 6th to the 19th. We took her to the Golf course on Wed. 20. last Sun. to meet C.M. & Bertha. The kids had a good time.

This past week I've painted the kitchen and tried to finish up jobs I want done. Elizabeth stayed with Joan R. one night & last night Evelyn L. was here.

The weather has been beautiful lately. Today we had a shower. We are having tomatoes out of our own garden & corn

**Document 3.**

*Photograph of Interior of Farm Home, 1930's.*



**Document 4.**

*Advertisement for Sullivan County Fair, 1931.*

BEST COPY AVAILABLE



## Skillful Feeding Increases Dairy Herd Profits

by H. A. Hopper

It is the observation of testing association supervisors that poor cows and careless management on dairy farms often waste the profits that good cows might otherwise make, if they were handled differently. They note that cows are sometimes underfed on pasture and return to the barns in the fall too thin to produce well. Feed is quite commonly wasted on cows going dry while not enough, perhaps, is fed after they are dry. One of the significant points frequently made is that a timely increase in feed will very often greatly enlarge the p
from the he
**Summer**
The influe
ment on pro
by the foll
years ago a
787 pounds
of butterfat.
herd, under
different far
856 pounds
of butterfat
the feeding
age and a g
protein from
was fed gen
ter months,
during sum
tion. As a
in condition
of milk in
cows were
throughout
A new
year, who
hay and sil
vious year.
mixture tha
per cent. to
proportion t
year. It s
milked the
during a co
tation perio
fed in the g
of the fact
more grain
come over a
$60.00 grea
previous ye
Doubtless
day was a
production.
increase sh
was due p
production


# Never Before Such Features

A real circus show
And a wedding
Dancing in the evening
And fireworks
Mule and horse racing
In addition to a great midway.

# Sullivan County Fair

**MONTICELLO**

Combine education with fun. An unusually large number of agricultural, livestock and home exhibits have been entered.

# EVERYONE WILL BE THERE!!

**Document 5, page 1.**

*Ida M. Berry Letter, 1934.*

ack
4/30/34

175 W. 79th St.
New York City,
April 29, 1934.

Dear Mrs Roosevelt:—

Since I have no one to whom I can go for help, I turn my intentions to you, concerning a trip to Fort St. John Canada or Alaska to prospect for gold.

Would you be interested in financing this trip for myself and husband? Mr Berry was in Alaska prospecting for gold in 1898 and had pretty good success.

I have an instrument, that was left by my father, that is

supposed to indicate where gold may be found.

If we have any success it will be understood that half goes to you.

We will also be insured as a matter of protection to you in case of an accident.

I'm enclosing a stamped envelope for your answer.

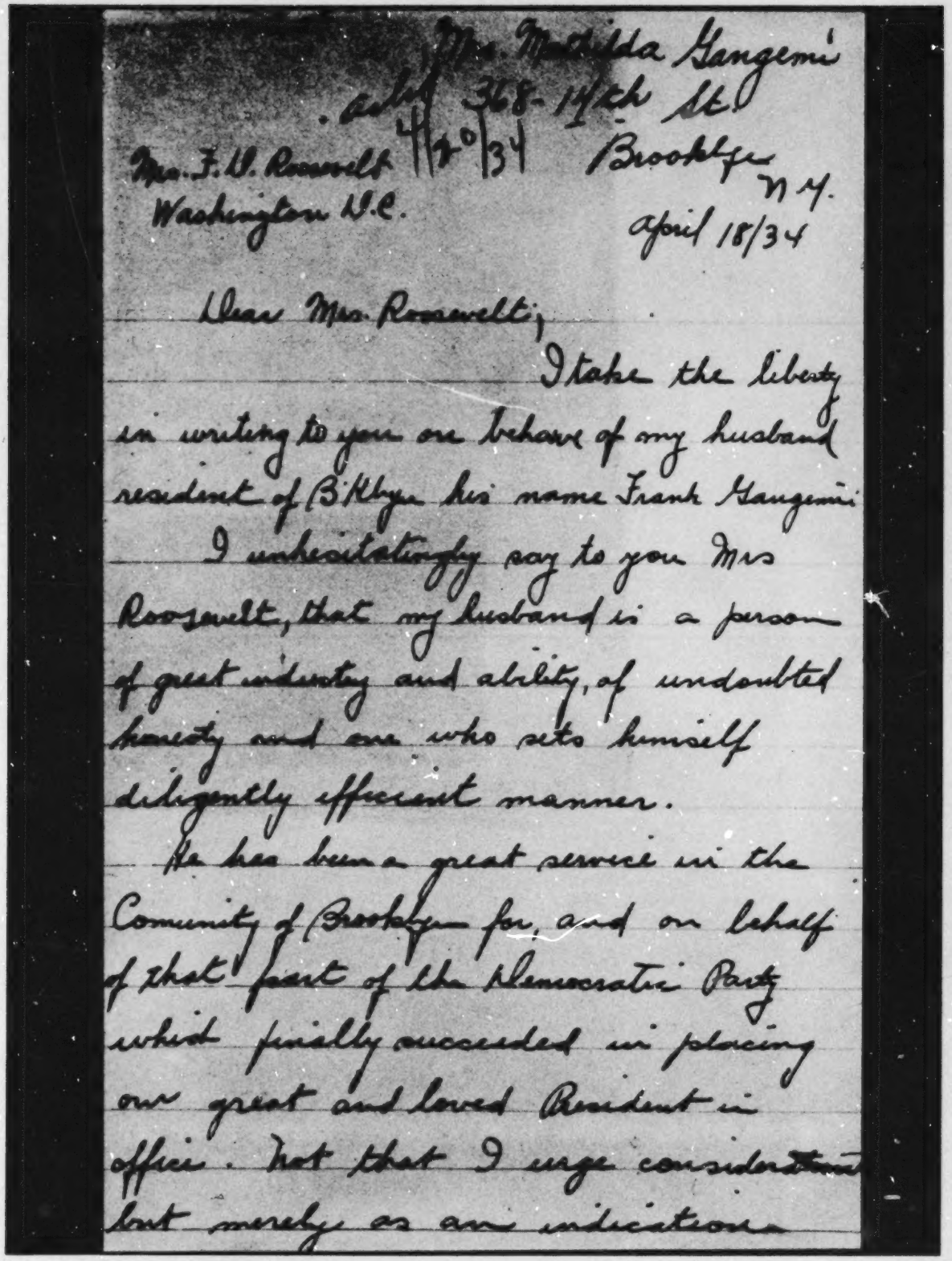
Trusting you will give this letter consideration. I thank you in advance.

Yours Truly.

Mrs Ida M. Berry.

**Document 6, page 1.**

*Mathilda Gangemi Letter, 1934.*



Mrs. Mathilda Gangemi
368-14th St
Brooklyn
N.Y.
April 18/34

Mrs. F.D. Roosevelt
Washington D.C.
4/20/34

Dear Mrs. Roosevelt,

I take the liberty in writing to you on behave of my husband resident of Brklyn his name Frank Gangemi

I unhesitatingly say to you Mrs Roosevelt, that my husband is a person of great indentity and ability, of undoubted honesty and one who sets himself diligently efficient manner.

He has been a great service in the Comunity of Brooklyn for, and on behalf of that part of the Democratic Party whist finally succeeded in placing our great and loved Resident in offici. Not that I urge considerations but merely as an indication

of the type of man he is.

It is over one year that depression also hit us in my family and my husband is out of work over one year and now there is a chance for my husband to go in the fruit busines, but needs a Truck a second hand truck of one and half ton to go to the market + he requires about $150 these I havent got, so I am writing to you Mrs Roosevelt with your great power to see if you could help us in anyway. I am sending you my husband picture to prove the truth. If you do answer me Mrs Roosevelt Please I would like

to have these pictures back.
Hoping that you will consider
my case & help us the best you
know how. I hope to recvi a
happy letter from you Mrs Roosevelt
in returns.

Sincerly Yours.
Mathilda Cangemi

**Document 7 .**

*Photograph of "Hooverville," New York City, 1932.*

**Document 8.**

*Photograph of Breadline, 6th Avenue & 42nd Street, 1932.*

**Document 9.**

*"Composer and Movie Actor,"* Albany Evening News, *1936.*

# COMPOSER AND MOVIE ACTOR

*While the world that sings and whistles popular tunes has been paying tribute to "Pinky" Tomlin and his song, "The Object of My Affections," the composer has turned movie actor. Here he is strumming a guitar and looking very happy in "Don't Get Personal."*

ALBANY EVENING NEWS, MONDAY, FEBRUARY 17, 1936

**Document 10.**

*The Pitcher-Bartholemew Bill, Section 312, 1933.*



§ 310. Reports. Each licensee shall, from time to time, as required by rule or order of the board, make and file a verified report on forms prescribed by the board of all matters on account of which a record is required to be kept, together with such other information or facts as may be pertinent and material within the scope of the purpose and intent of this article. Such report shall cover a period of time specified in the order.

§ 311. Report of receipts. On or before the tenth day of each month, the board shall pay over to the department of taxation and finance, division of finance, all receipts of the board on account of license fees and other moneys received by the board during the preceding month. Such moneys shall be paid into the state treasury, to the credit of the general fund. On or before the tenth day of each month the board shall make a verified and detailed report to the department of taxation and finance of all receipts of the board for the preceding month.

§ 312. Order fixing price of milk. (a) The board shall ascertain by such investigations and proofs as the emergency permits, what prices for milk in the several localities and markets of the state, and under varying conditions, will best protect the milk industry in the state and insure a sufficient quantity of pure and wholesome milk to adults and minors in the state, having special regard to the health and welfare of children, and be most in the public interest. The board shall take into consideration all conditions affecting the milk industry including the amount necessary to yield a reasonable return to the producer and to the milk dealer.

Document 11.

*"Farmers Clubbed in Upstate Strike," New York Times, 1933.*



## ...AD, 18 HURT ...IKE BATTLES

...Fights Increase ...d at Western ...vania Mines.

...GUARDS ATTACK

...Too Few to Act ...Decides to Use ...Peace Force.'

...ial Correspondent.

...Pa., Aug. 1.—One ...d, three more were ...nded, and fifteen ...re seriously enough ...ital treatment in a ...e between striking ...ny deputies in the ...vania soft coal ...

...bloodiest day in the ...nce region, his...ce of labor troubles ...of 1...

...came at daybreak, ...shift change, and ...encounter in the ...other minor fights ...whole section of the ...nearly a battlefield ...ars between mine ...s and hired guards, ...ols, shotguns and ...and striking miners. ...ks picked up at the ...hands of strikers ...ts and form picket ...lines.

...wounded brought ...fullness in the ly city-...iding at noon to ...ha other persons ...n strike troubles in ...area.

**...on Strikers' Side.**

...ese strikers ex...o of the three were ...ere stoned and the ...yman on his way ...s mistaken for a ...

**STATE TROOPERS FIGHT STRIKING DAIRY FARMERS AT BOONVILLE.**

Associated Press Photo.

Police Repulse the Strikers With Night Sticks. Many of the Latter Were Armed With Axes and Clubs.

Tear Gas Is Employed by the State Forces, Giving the Scene a Warlike Aspect.

company guard, drove along the valley road from the mine.

As they started across the bridge some of the pickets formed a line ahead of them. It could not be seen that they offered any violence.

Instantly there was an explosion as one of the mine guards threw a tear-gas bomb from his car. It struck Tom Morgan, a young miner, full in the face as it exploded. The deputies drew guns and fired as they hurried along the road.

The strikers thought at first they were firing blanks. But men began to fall, and many of the pickets threw themselves on the ground to escape the bullets.

Miners' houses lined the highway, and many bullets struck in the houses. One hit a crib in which a baby was sleeping, and several Steel Corporation and other coal companies."

"The spread of the strike in Western Pennsylvania is due solely to the uncompromising attitude of the operators, their opposition to the United Mine Workers and their failure to treat their employes with ordinary consideration," he declared.

"The United Mine Workers do

# FARMERS CLUBBED IN UP-STATE STRIKE

### Troopers Rout Milk Pickets in Four Counties — 400 Are Dispersed at Boonville.

### CLASH AT LITTLE FALLS

**3 Arrested at Holland Patent—3 Trucks Dumped—State Police Called 'Brutal.'**

By The Associated Press.

BOONVILLE, N. Y., Aug. 1. The scheduled "State-wide" milk strike of the Empire Dairymen's Association developed in only four of the State's sixty-two counties today, but with violence that sent troopers speeding to the protection of dairy plants and milk trains.

Milk and cream trucks were dumped, trees and spiked planks were thrown across highways and milk deliveries were effectively curtailed for hours in Oneida, Herkimer, Chenango and Lewis Counties.

Five farmers were knocked unconscious in encounters with steel-helmeted State police at Holland Patent, Alder Creek and Glenfield.

The strike originated among farmers under the leadership of Albert Woodhead, a Rochester business man, and Stanley Piseck, a Boonville dairyman. Both are demanding for the farmers a larger share of the consumer's milk dollar than the State Milk Control Board is willing to give them.

Mr. Woodhead's comment tonight on the strike was:

"They haven't got started yet."

The largest disturbance was here, where 400 farmers, many armed with axes and clubs, blocked the passage of two Dairyman's League trucks conveyed by sixteen cars of State police.

Eight farmers were injured as the police went into action with tear gas and night sticks. The police acted under the order of Governor Lehman to give the State's protection to all persons doing "law-abiding business."

The farmers retreated, and the milk went through.

**Bombing Plan Reported.**

During the morning the Milk Control Board received a telephoned warning that farmers had threatened to blow up one plant at Boonville and to halt a milk train from Malone to New York City. State and railroad police guarded the tracks near Boonville, and the train passed safely.

Three trucks, carrying 283 cans of milk, were stopped by barriers of planks near Boonville and their contents were dumped.

Elsewhere in the State the situation was quiet. No household deliveries were interrupted at any point, but the intake of dairy plants in the four affected counties was greatly curtailed.

Charles H. Baldwin, Commissioner of Agriculture, said tonight that, according to information obtained by the Milk Control Board, of which he is chairman, not more than 1,000 of the State's 70,000 farmers had withheld their milk. He added that only about 50 per cent of the normal amount of milk was taken in by plants at Smyrna and Sherburne.

Major John A. Warner, Superintendent of State police, reported tonight that milk deliveries to plants had been resumed, but that his men would remain on duty in the trouble zone.

At Albany, Governor Lehman made public a telegram to Mayor E. H. Douglass of Boonville, replying to a protest against the State police and assuring him that no brutality would be tolerated. The message follows:

"Your telegram of even date just received. I have received reports of violence and serious interference with the orderly conduct of the business of citizens of this State. No brutality on the part of the police will be tolerated by me.

"I wish to repeat, however, that law-abiding citizens will be protected by the State in the conduct of their lawful affairs or business.

"Dairy farmers unquestionably have the definite right to keep their milk at home if they desire to do so. Similarly, the rights of others to send their product to market must be respected and not interfered with. Major John A. Warner, Commander of the State Police, has proceeded to Boonville."

**Graf Zeppelin to Make Extra Trip.**

An increase in the scheduled flights of the dirigible Graf Zeppelin between Germany and South America was announced yesterday by the Hamburg American Line offices here. With an additional sailing from Friedrichshafen on Aug. 19, the airship will round out a bimonthly service to Pernambucco and Rio de Janeiro, with passengers, mail and freight, which extends from Aug. 5 to the beginning of November. Two projected trips to Switzerland on Aug. 23 and 24 have been canceled to allow for the extra South American flight.



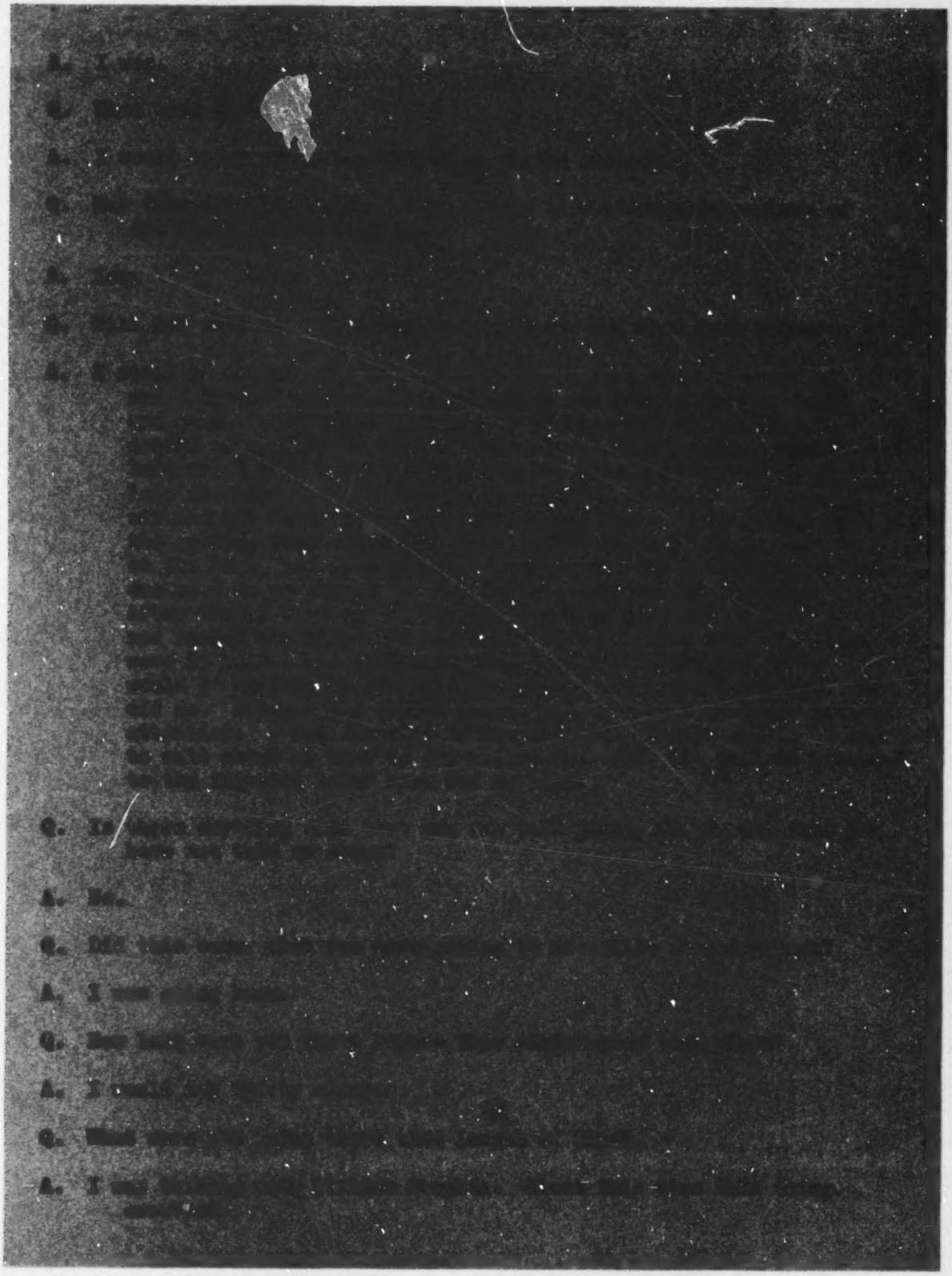
BEST COPY AVAILABLE

**Document 12.**

*Transcript of Telegram Sent to Governor Herbert H. Lehman from County Sheriffs, 1933.*

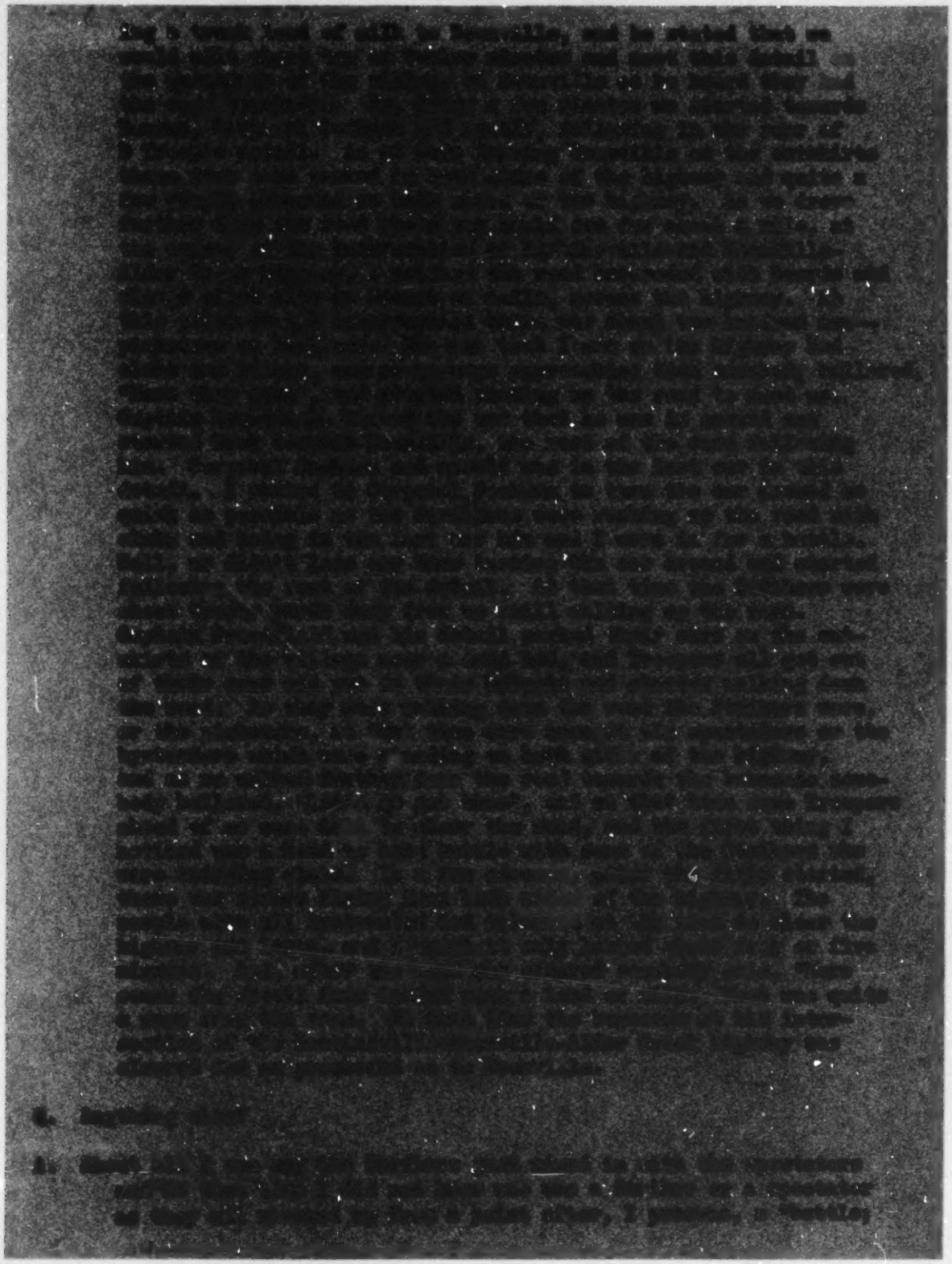
**Document 13.**

*Testimony of Farmer at State Police Hearing on the Milk Strike at Boonville, 1933.*



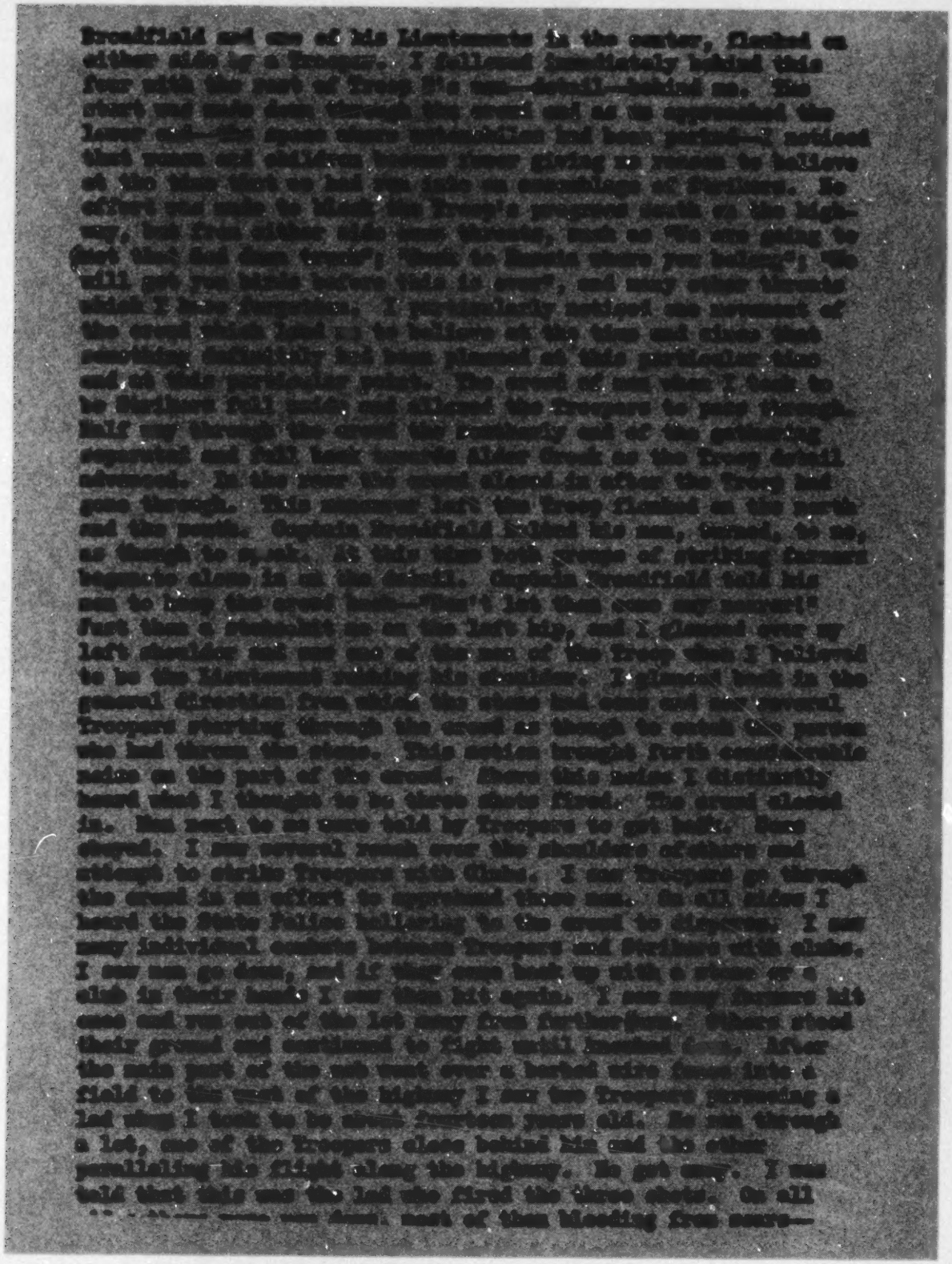
**Document 14.**

*Testimony of Newspaper Reporter at State Police Hearing on the Milk Strike at Boonville, 1933.*



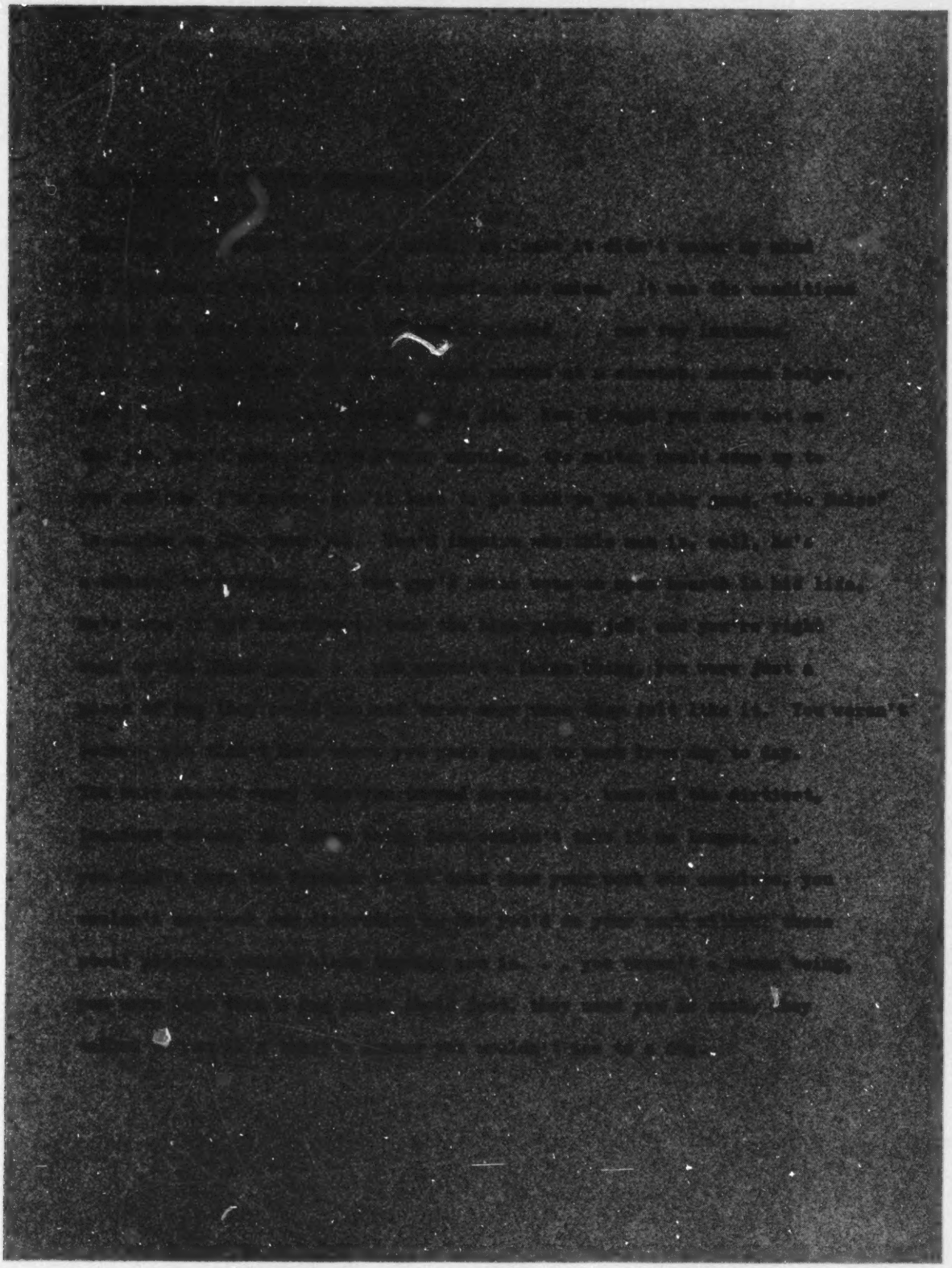
**Document 15.**

*Testimony of State Trooper at State Police Hearing on the Milk Strike at Boonville, 1933.*



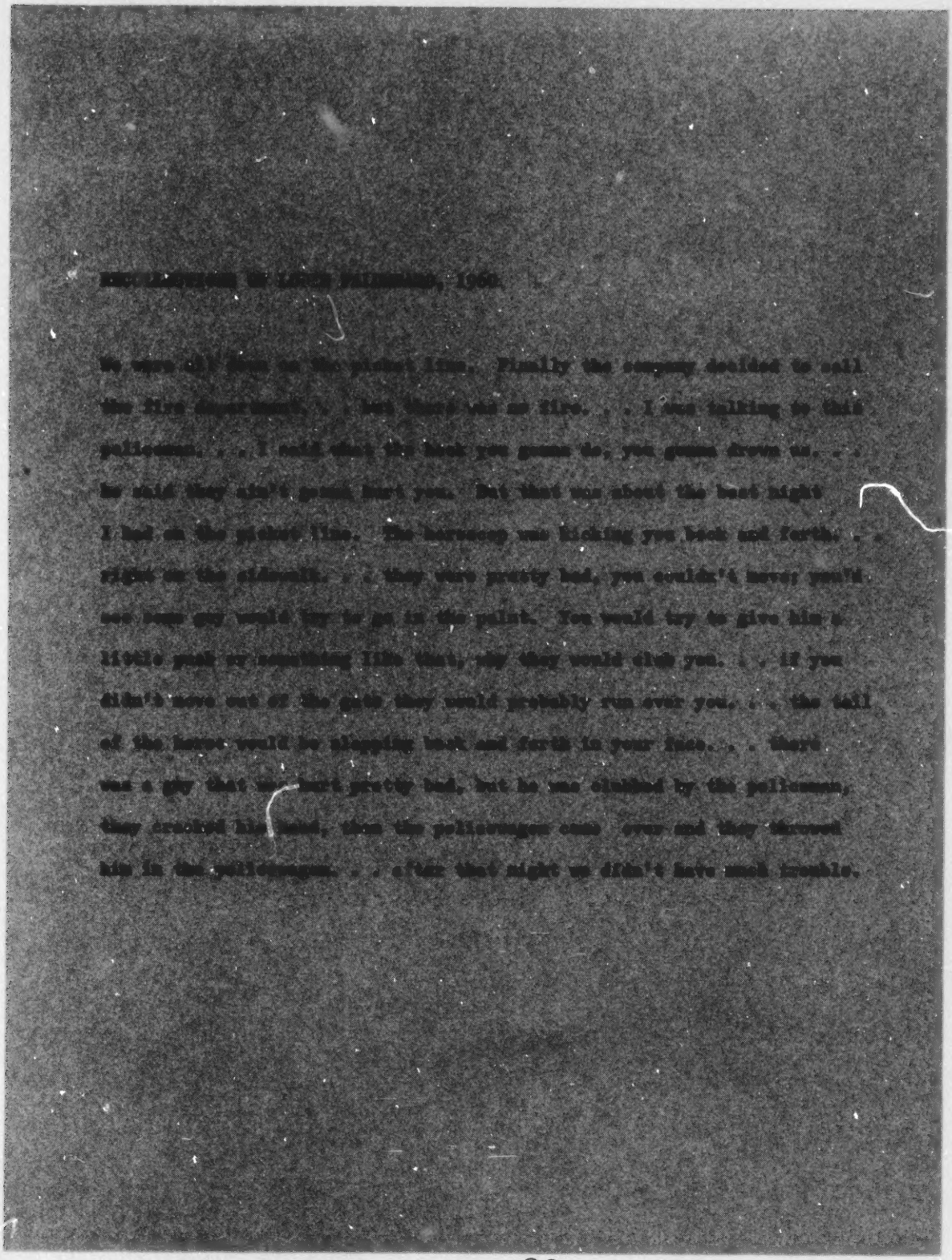
**Document 16.**

*Working Conditions at Republic Steel.*
*Transcription from oral history interview with David Sneddon, 1960.*



**Document 17.**

*The Picket Line.*
*Transcription from oral history interview with Louis Palumbaro, 1960.*



*Legislation Creating the Temporary Emergency Relief Administration, 1931.*



33. Appropriation for state aid.

34. State funds.

35. Application.

36. Time of taking effect.

§ 1. Declaration of emergency. The public health and safety of the state and of each county, city and town therein being imperilled by the existing and threatened deprivation of a considerable number of their inhabitants of the necessaries of life, owing to the present economic depression, such condition is hereby declared to be a matter of public concern, state and local, and the correction thereof to be a state, county, city and town purpose, the consummation of which requires, as a necessary incident, the furnishing of public aid to individuals. While the duty of providing aid for those in need or unemployed because of lack of employment is primarily an obligation of the municipalities, nevertheless, it is the finding of the state that in the existing emergency the relief and assistance provided for by this act are vitally necessary to supplement the relief work accomplished or to be accomplished locally and to encourage and stimulate local effort in the same direction. This act, therefore, is declared to be a measure for the public health and safety and occasioned by an existing emergency. The provisions of any general, special or local law which are inconsistent with the provisions of this act or which limit or forbid the furnishing of shelter, fuel, clothing, light, medicine and medical attendance to persons other than poor persons shall not apply to the relief authorized by this act.

§ 2. Definitions. As used in this act:

the emergency period, through and under its local emergency work bureau or by its public works or other department under the supervision and control of its local emergency work bureau, notwithstanding any provision in its charter or in any general, special or local law requiring such work to be let by contract.

§ 11. City and county work relief. Before a city or county shall receive the state aid provided by this act for work relief, it shall establish an emergency work bureau as provided in this act which shall select the persons to be employed on the basis of their needs as determined by investigation.

§ 12. Duties of the local bureaus. It shall be the duty of a local bureau to ascertain the extent of unemployment existing in its district and make investigations and surveys as to the need for public works and the amount and kind of public work available and not required to be let by contract. From such surveys and investigations it shall determine, from time to time, with the approval of the administration, whether the employment constitutes work relief; how the available employment useful to the public shall best and most equitably be apportioned among the needy unemployed; on what particular project or work they shall be engaged; the number of days in each week they shall be employed and the amount of compensation which they shall receive. It shall pay such compensation, so fixed, daily or otherwise, as it may determine, and shall conduct the work in accordance with such rules of the administration as will best secure the proper and equitable administration of the relief sought to be provided by this act. If any city commissioner or county commissioner shall violate any





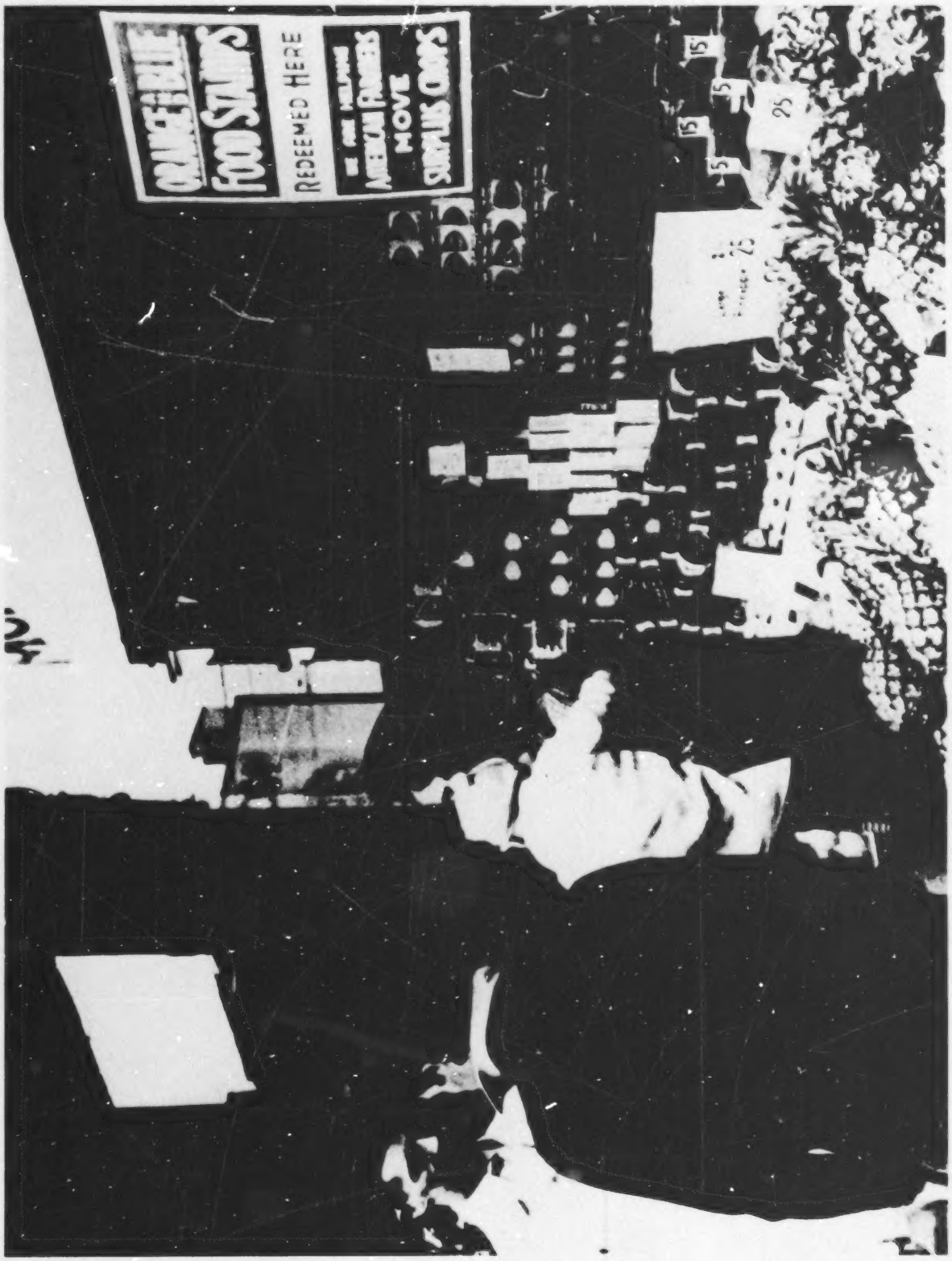
rule of the administration or in the judgment of the administration, shall be inefficient or remiss in the performance of his duties, the administration may transfer all the powers, functions and duties of such city commissioner or county commissioner with respect to home relief under this act during the emergency period to the local bureau and thereafter the local bureau shall exercise all of the powers, functions and duties of the city or county commissioner with respect to home relief under this act.

§ 13. Investigation of home relief. In a city public welfare district the city commissioner shall investigate all cases of home relief. In a county public welfare district where home relief is a county charge, the county commissioner shall investigate such cases. In a county public welfare district where home relief is a town charge, the town public welfare officers shall investigate such cases under the supervision and general direction of the county commissioner.

§ 14. Private contributions. In furtherance of the purposes of this act, a municipal corporation may accept contributions in cash or otherwise, during the emergency period, from individuals and corporations for work relief and/or home relief which shall be disbursed in the same manner as money appropriated by such municipal corporation for such purposes, but any such contributions in cash for home relief made by a single individual or lawfully by a corporation which aggregate more than the sum of ten thousand dollars during the emergency period shall not be considered in payments to a municipal corporation under the provisions of this act. All expenditures of such contributions

**Document 19.**

*Photograph of Food Stamp Program in Rochester, 1930's.*

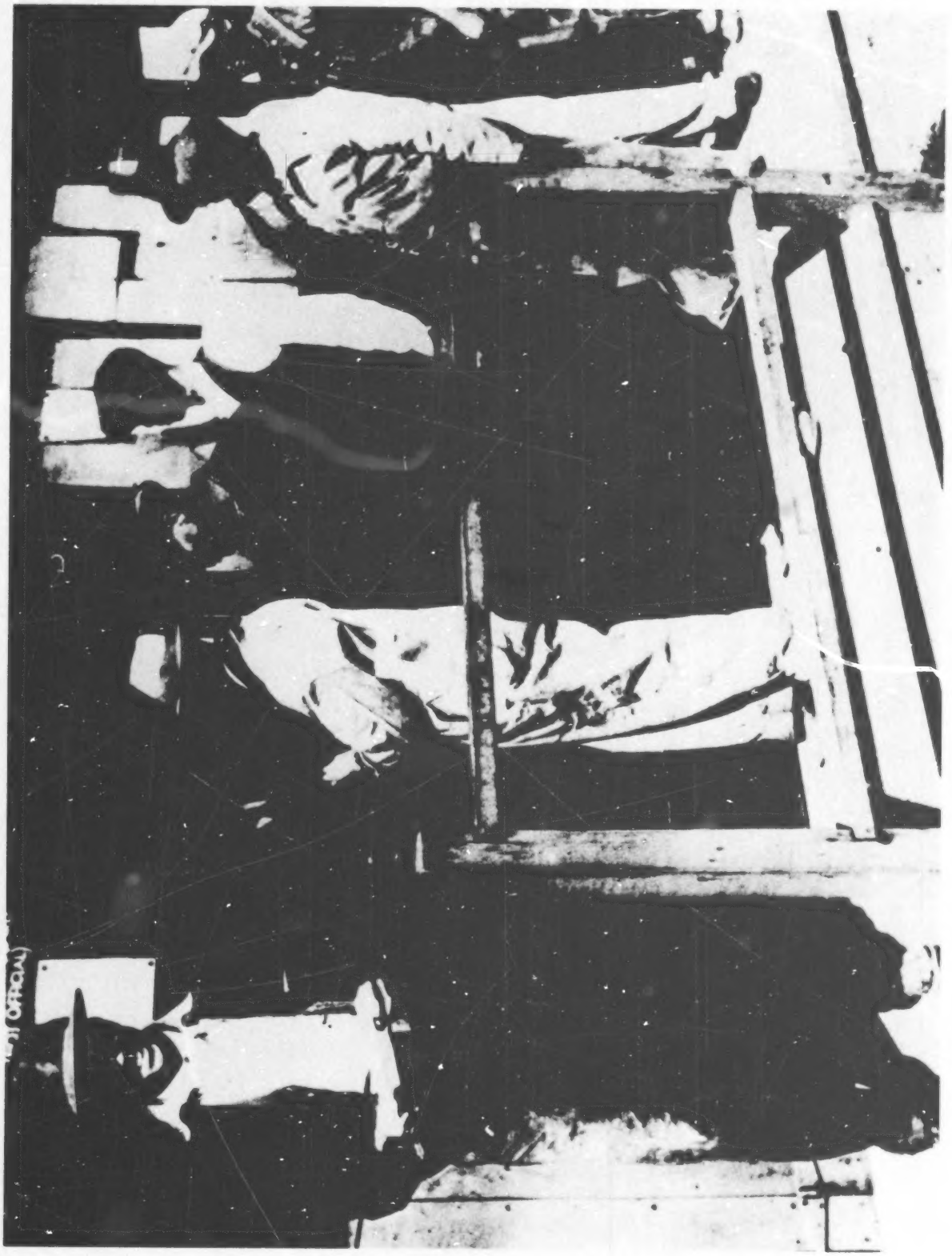



73

72

**Document 20.**

*Photograph of Black Construction Workers at Hunter College, 1930's.*

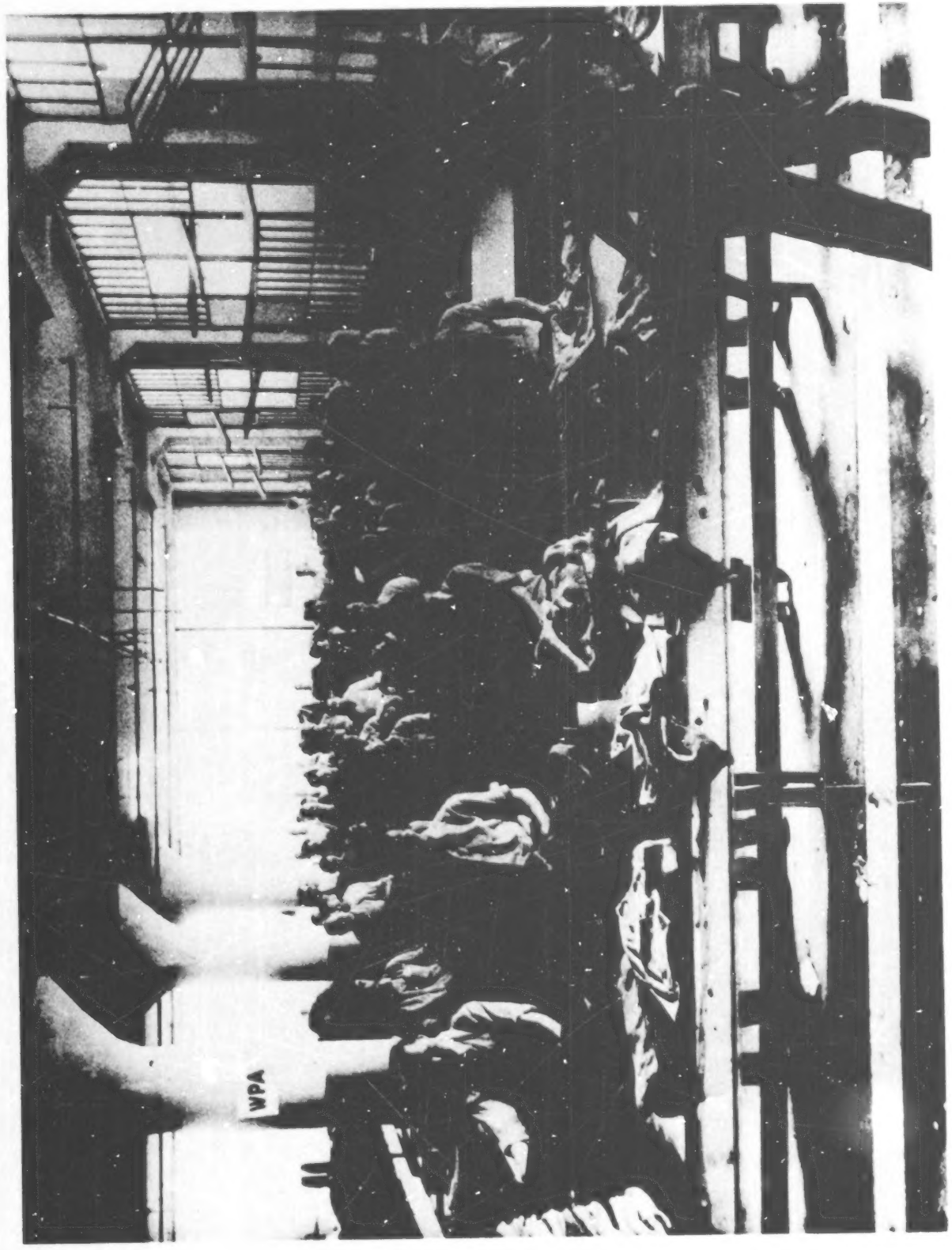


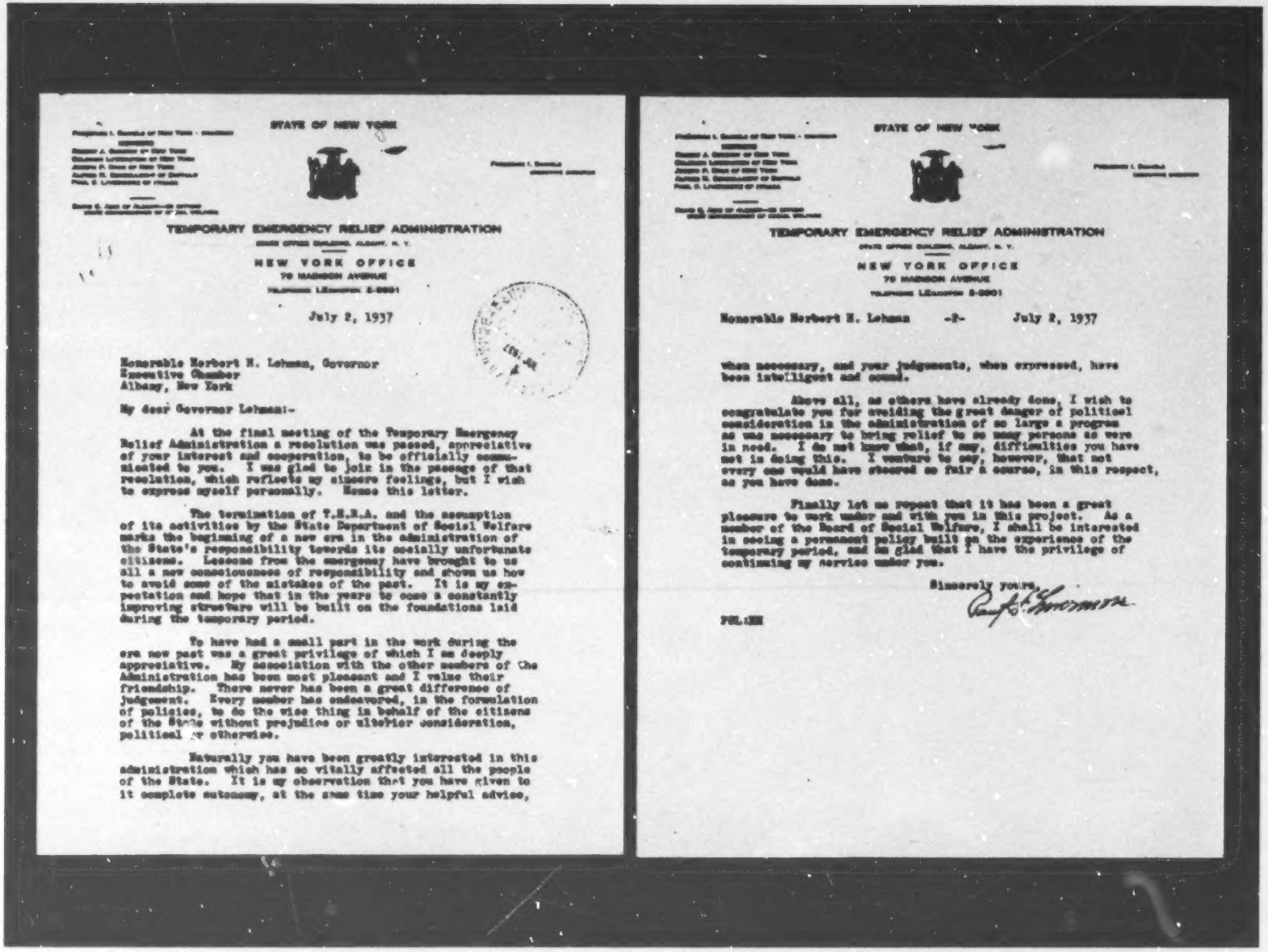

74

75

**Document 21.**

*Photograph of Tailor and Clothing Worker Trainees in Brooklyn, 1930's.*





STATE OF NEW YORK

TEMPORARY EMERGENCY RELIEF ADMINISTRATION

NEW YORK OFFICE
70 MADISON AVENUE

July 2, 1937

Honorable Herbert H. Lehman, Governor
Executive Chamber
Albany, New York

My dear Governor Lehman:-

At the final meeting of the Temporary Emergency Relief Administration a resolution was passed, appreciative of your interest and cooperation, to be officially communicated to you. I was glad to join in the passage of that resolution, which reflects my sincere feelings, but I wish to express myself personally. Hence this letter.

The termination of T.E.R.A. and the assumption of its activities by the State Department of Social Welfare marks the beginning of a new era in the administration of the State's responsibility towards its socially unfortunate citizens. Lessons from the emergency have brought to us all a new consciousness of responsibility and shown us how to avoid some of the mistakes of the past. It is my expectation and hope that in the years to come a constantly improving structure will be built on the foundations laid during the temporary period.

To have had a small part in the work during the era now past was a great privilege of which I am deeply appreciative. My association with the other members of the Administration has been most pleasant and I value their friendship. There never has been a great difference of judgement. Every member has endeavored, in the formulation of policies, to do the wise thing in behalf of the citizens of the State without prejudice or ulterior consideration, political or otherwise.

Naturally you have been greatly interested in this administration which has so vitally affected all the people of the State. It is my observation that you have given to it complete autonomy, at the same time your helpful advice,

STATE OF NEW YORK

TEMPORARY EMERGENCY RELIEF ADMINISTRATION

NEW YORK OFFICE
70 MADISON AVENUE

Honorable Herbert H. Lehman -2- July 2, 1937

when necessary, and your judgements, when expressed, have been intelligent and sound.

Above all, as others have already done, I wish to congratulate you for avoiding the great danger of political consideration in the administration of so large a program as was necessary to bring relief to so many persons as were in need. I do not know what, if any, difficulties you have met in doing this. I venture to say, however, that not every one would have steered so fair a course, in this respect, as you have done.

Finally let me repeat that it has been a great pleasure to work under and with you in this project. As a member of the Board of Social Welfare, I shall be interested in seeing a permanent policy built on the experience of the temporary period, and am glad that I have the privilege of continuing my service under you.

Sincerely yours,

FDL:HH

**Document 22.**

*Letter from Paul S. Livermore to Governor Lehman, 1937.*



BEST COPY AVAILABLE